

Albina: Creating Interactive Timelines From Enslaved.org Stories

Lesson Plan

Overview

In this lesson, students will read about the life of [Albina Maria da Conceição](#), whose Story is featured on [Enslaved.org](#). Albina was an emancipated African who challenged her illegal re-enslavement in nineteenth-century Brazil. Students will discuss the Story and the Key Events from Albina's life and the historical context in which she lived and use them to create an interactive timeline using the open access tool [Timeline JS](#).

Length: 2 class periods of 50 minutes

Grade/Subject: undergraduate humanities courses

Lesson Objectives

At the end of the lesson, students will be able to:

- 1) Describe the particular struggles of a liberated African woman to fight against illegal enslavement and achieve freedom.
- 2) Analyze and discuss how the antislavery measures in place in the context of nineteenth century Brazil shaped the life experiences of Albina Maria da Conceição.
- 3) Develop hands-on skills by translating a written text and a sequence of events into an interactive digital timeline using [Timeline JS](#).
- 4) Develop research skills by finding visual resources that can be incorporated into the digital timeline.
- 5) Reflect on the differences between a written text and an interactive visualization.
- 6) Reflect on the way in which information is presented, organized and shared.

Necessary Materials

- [Albina Maria da Conceição](#) from Enslaved.org
- [Guide to Creating Interactive Timelines Using Timeline JS](#) Training Document
- Laptop or Tablet (for web searches and working on Timeline JS)
- Printout or projection of group questions and assignment instructions
- Note-taking materials

Vocabulary (see [Controlled Vocabularies](#) from Enslaved.org for more):

- Emancipation or Manumission
- Liberated African
- Enslaver or Owner
- Freedom Suit

Activities/Procedures

Note: This lesson uses the Story of [Albina Maria da Conceição](#), but you can choose any other Story from Enslaved.org that fits the topics of your class. Alternatively, you can assign different Stories to different groups and they can learn from each other about the lives of various individuals.

- 1) Divide the class into groups and ask each group to read the complete story and look at the timeline of [Albina Maria da Conceição](#) from Enslaved.org.
- 2) Ask each group to discuss and write down answers to the following questions:
 - a) Looking at the timeline, what were the key events that shaped Albina's life?
 - b) How would you summarize each event in one sentence?
 - c) After reading the complete Story, what additional events from Albina's life or the broader socio-historical context would you add to the timeline presented along the Story?
 - d) What additional information, if any, do you need to understand the historical events included in the timeline and Albina's story?
- 3) Bring the class back together for a full-group discussion. Ask each group to briefly summarize their answers. Discuss the following question:
 - a) How do you see history intersecting with an individual life story? Explain your answer by drawing from examples of Albina's Story.
- 4) Tell students that they will be now transforming Albina's Story and static timeline into an interactive timeline using Timeline JS. Introduce Timeline JS to students using the [Guide to Creating Interactive Timelines Using Timeline JS](#) training document. The document introduces the tool and explains the process of creating a timeline. It also includes a list of resources that students can use to look for visual or audio material to include in their

timelines, and a set of good practices for citing sources. Finally, it includes some tips on how to work with background colors, in case students want to customize their timelines. Allow time for questions and clarifications.

- 5) Ask students to go back to their groups. Using a laptop or tablet (for research and working on Timeline JS), and their note-taking materials, students work together on creating the interactive timeline for Albina. Prepare the students to search for appropriate visuals that will accompany each event in the timeline using image resources like the Wikimedia Commons and www.slaveryimages.org/.
Alternative: You can introduce Timeline JS to students in class and have the creation of the interactive timeline as an outside-of-class assignment, or split it into several class periods.
- 6) Project or distribute the following instructions for the assignment to students:

Now you will be creating an interactive timeline of Albina's life using Timeline JS. You can use the [Guide to Creating Interactive Timelines Using Timeline JS](#) training document that you reviewed in class to guide you through the process.

You already have the text that summarizes each of the key moments in Albina's life and the events in history that shaped her experience. However, one of the features of [Timeline JS](#) is the ability to combine text with images, audio and video. With your group, search for appropriate materials to include in your timeline. Remember, [Timeline JS](#) allows you to include images, video and audio, so you have a wide range of options to choose from. All the material that you include needs to be open to public use, not copyrighted, so use the list of resources included in the training document to help you browse for visuals or audio. Include proper citations and captions for all the materials that you are using in your timeline.

When you are searching for visual and audio resources to include in your timeline, consider if the text that describes each key event is enough to explain that event. If you feel that more information is needed, include additional information from the Story or browse the web to find additional information on the historical events that you are including.

Important Note: Draft your timelines including the links to the visual sources on a shared draft document before adding all the content to the spreadsheet that you will be using to create the timeline in Timeline JS. That way, you can have some backup documentation in case you later need to update the timeline and the spreadsheet.

- 7) Bring the class back together and ask each group to share their timelines and explain the visual and audio materials and, if applicable, the additional text that they added. As a class, discuss the following questions:
- a) How is the timeline that you created different from reading the Story of Albina on Enslaved.org?
 - b) What do the visual and audio materials that you added tell us about Albina's life and the historical context in which it happened?
 - c) How do you see history intersecting with an individual life in the timeline that you created?
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Lesson Creators

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