

# Interdisciplinary Ideas

## LANGUAGE ARTS

1. Write a newspaper story that Lockwood might have published after the trip.
2. Pretend you are Nettie's friend, Addie. Answer her letter, commenting on the injustice of slavery.

## SOCIAL STUDIES

1. Can you find in the Constitution any reference to a slave being three-fifths of a person? Where? What else can you find out about this issue?
2. Research the Abolitionist Movement.
3. Make a historical time line about slavery in the U.S. Find out about the monument in Columbia, South Carolina, depicting the history of slavery.

## MATH

1. Collect and graph the family rights from Home Connection #2. Which right was most often mentioned? Rank the rights from most important to least important in your life.
2. Gather information on distances and train speeds and calculate the length of the trip from New England to Virginia in miles and in hours.

# Nettie's Trip South

Ann Turner  
1987  
New York: Macmillan

**JUSTICE**  
USA  
Historical Fiction  
Reading Time: 6 minutes

## CONCEPTS

Justice  
Respect  
Compassion  
Freedom  
Fairness

## SUMMARY

Using her great-grandmother's diary as a framework, Turner recounts a young girl's journey to the South, where she witnesses a slave auction. As Nettie retells her experiences in a letter to a friend, the reader senses the indignities and cruelty suffered by slaves prior to the Civil War. Simple, realistic pencil drawings focus and reinforce the powerful feelings evoked by this haunting tale.

## OBJECTIVE

The student will be able to define and discuss justice, respect, compassion, freedom and fairness as they apply to the story. The student will gain insight into the injustices of slavery.

# After the Story

## Nettie's Trip South

### DISCUSSION

1. Nettie's experiences caused her to become an abolitionist. How did her respect for others help determine her decision?
2. Discuss the ways justice and respect are related to this story.
3. Nettie described some aspects of slaves' lives in her letter. Why were slaves treated this way? Was Nettie the only one to feel sick over this?
4. How did Nettie feel about what she saw? How did the story make you feel?
5. Nettie knew that if she "slipped into a black skin" she would lose most of her rights. What rights are most important to you? Which would you least want to lose?
6. Have you ever witnessed a time when someone's rights were denied? Give examples. What would you be willing to do to help others gain rights? How is this discussion related to respect?
7. Why is it important to continue to learn about slavery today?

### ACTIVITIES

1. Locate the state of Virginia on the world map and place a story pin.
2. Choose a nonfiction book that tells the story of someone who respected justice and stood up for the rights of others. Read and share the story with others.
3. Read the United Nations list of children's rights. (Keywords: child rights, UNICEF) Choose one of them to illustrate.
4. Choose one person whom you admire. Write ways you see him or her working for and showing justice in daily life.

### JOURNAL

1. List rights of students in your school.
2. Write about an injustice you would be willing to work to make just. What consequences might you face?

### HOME CONNECTION

1. Retell *Nettie's Trip South* to your family and explain the injustices you see in the story.
2. Make a list of three or more rights that are most important to your family. How do these compare with your personal choices? (See Discussion #5)

### VOCABULARY

**compassion**  
**abolitionist**  
**cedar**

**plantation**  
**Chesapeake Bay**