

Visualizing Setting

SUGGESTED LEARNING STRATEGIES: Close Reading, Double-Entry Journal, Word Map, Visualizing, Marking the Text, Notetaking

GRAMMAR & USAGE

In the second sentence of the second paragraph, notice that the author uses a series without a conjunction before the last item. This effect is called **asyndeton**.

My Notes

As your teacher reads aloud this passage, underline or highlight images and words—adjectives and verbs in particular—that create a vivid picture of the town where the novel takes place. Consider what effect the author wants to create in this description, then answer the questions on the next page.

from To Kill a Mockingbird, Chapter 1

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.

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My Notes

Reread this passage that introduces the Radley place. Underline or highlight sensory images and words—adjectives and verbs in particular—that create a vivid picture of the house. Consider what effect the author wants to create in this description.

from *To Kill a Mockingbird*, Chapter 1

The Radley Place jutted into a sharp curve beyond our house. Walking south, one faced its porch; the sidewalk turned and ran beside the lot. The house was low, was once white with a deep front porch and green shutters, but had long ago darkened to the color of the slate-gray yard around it. Rain-rotted shingles drooped over the eaves of the veranda; oak trees kept the sun away. The remains of a picket drunkenly guarded the front yard—a “swept” yard that was never swept—where johnson grass and rabbit-tobacco grew in abundance.

GRAMMAR & USAGE

Notice the punctuation in the final sentence of the excerpt: the **quotation marks** around *swept* indicate irony, and the **dashes** emphasize the parenthetical nature of the information.

1. Which images help you to visualize the Radley place? In the My Notes space, write several of the images that help you to “see” the house.
2. Write down specific words or diction that create a picture. What effect is created by these words? What does this effect suggest is Scout’s attitude towards the Radley place?
3. Write an *interpretive sentence* about the specific effect the *diction* and *imagery* create in this passage about the setting.

Brief Review of the Elements of a Paragraph

- Topic sentence (an *interpretive sentence* about effect)
- Evidence from the text to support *claims made*
- Reflective commentary on the *evidence*
- Sentence of closure

Writing Prompt: Write a paragraph explaining how the diction and imagery in the description of either the town of Maycomb or the Radley place creates a certain effect. Your *topic sentence* (an interpretive statement) must state the effect created by the words and images in the passage.

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Main Idea and Detail Notes

As you read the novel, take notes on Boo Radley whenever he is mentioned. Include page numbers for your notes. Look for any changes in the way that Jem and Scout react to Boo, and make note of these changes.

Incidents Involving Boo Radley	Details from the Text

Strategies Reflection

You have used several reading strategies as you have begun reading *To Kill a Mockingbird*:

Read-Aloud/Think-Aloud

Marking the Text

Annotating the Text

Diffusing Vocabulary

Close Reading

Double Entry Journaling

Writing Prompt: Write a short paragraph starting with a *topic sentence* on how effective these strategies are for you in making meaning of the text. Which is most effective, which will you need more practice with, and which do you feel confident about?