WHO WILL ESCAPE???
### Directions
Match the literary devices to the definitions below. Spell out the letters in the order of correct answers to spell out the code for LOCK #1 on the Google Form.

<table>
<thead>
<tr>
<th>Device</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simile</td>
<td>A. two opposite terms</td>
</tr>
<tr>
<td>2. Metaphor</td>
<td>B. When a narrator, writer, or character speaks directly to someone who is not present or to an object that cannot respond—typically an exclamation beginning with “Oh____”.</td>
</tr>
<tr>
<td>3. Personification</td>
<td>C. The repetition of similar consonant sounds within nearby words</td>
</tr>
<tr>
<td>4. Allusion</td>
<td>D. is an expression with a meaning different from the literal meaning of the words</td>
</tr>
<tr>
<td>5. Apostrophe</td>
<td>E. A repetition of vowel sounds</td>
</tr>
<tr>
<td>6. Alliteration</td>
<td>F. A direct comparison between two objects</td>
</tr>
<tr>
<td>7. Consonance</td>
<td>G. A reference to a well-known person, place, thing, or idea of historical, cultural, literary, or political significance</td>
</tr>
<tr>
<td>8. Assonance</td>
<td>H. Giving human attributes to something that is not alive</td>
</tr>
<tr>
<td>9. Idiom</td>
<td>I. The repetition of initial consonant sounds in two or more nearby words</td>
</tr>
<tr>
<td>10. Oxymoron</td>
<td>J. A comparison using “like” or “as”</td>
</tr>
</tbody>
</table>

_____  _____  _____  _____  _____  _____  _____  _____  _____  _____
1.      2.      3.      4.      5.      6.      7.      8.      9.      10.
Puzzle #2:
Close reading

Directions
Label the literary devices in the following poem “The Bells” by Edgar Allan Poe. Then, answer the riddle to uncover the next key to open LOCK #2!

I.
Hear the sledges with the bells—
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinabulation that so musically wells
From the bells, bells, bells, bells,
    Bells, bells, bells—
From the jingling and the tinkling of the bells.

II.
Hear the mellow wedding bells,
Golden bells!
What a world of happiness their harmony foretells!
Through the balmy air of night
How they ring out their delight!
From the molten-golden notes,
And all in tune,
What a liquid ditty floats
To the turtle-dove that listens, while she gloats
    On the moon!
Oh, from out the sounding cells,
What a gush of euphony voluminously wells!
How it swells!
How it dwells
On the Future! how it tells
Of the rapture that impels
To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells—
To the rhyming and the chiming of the bells!

III.

Hear the loud alarum bells—
Brazen bells!
What tale of terror, now, their turbulency tells!
In the startled ear of night
How they scream out their affright!
Too much horrified to speak,
They can only shriek, shriek,
Out of tune,

In a clamorous appealing to the mercy of the fire,
In a mad expostulation with the deaf and frantic fire,
Leaping higher, higher, higher,
With a desperate desire,
And a resolute endeavor
Now—now to sit or never,
By the side of the pale-faced moon.
Oh, the bells, bells, bells!
What a tale their terror tells
Of Despair!
How they clang, and clash, and roar!
What a horror they outpour
On the bosom of the palpitating air!
Yet the ear it fully knows,
By the twanging,
And the clanging,
How the danger ebbs and flows;
Yet the ear distinctly tells,
In the jangling,
And the wrangling.
How the danger sinks and swells,
By the sinking or the swelling in the anger of the bells—
Of the bells—
Of the bells, bells, bells, bells,
Bells, bells, bells—
In the clamor and the clangor of the bells!

IV.

Hear the tolling of the bells—
Iron bells!
What a world of solemn thought their monody compels!
In the silence of the night,
How we shiver with affright
At the melancholy menace of their tone!
For every sound that floats
From the rust within their throats
Is a groan.
And the people—ah, the people—
They that dwell up in the steeple,
All alone,
And who tolling, tolling, tolling,
In that muffled monotone,
Feel a glory in so rolling
On the human heart a stone—
They are neither man nor woman—
They are neither brute nor human—
They are Ghouls:
And their king it is who tolls;
And he rolls, rolls, rolls,
Rolls
A pæan from the bells!
And his merry bosom swells
With the pæan of the bells!
And he dances, and he yells;
Keeping time, time, time,
In a sort of Runic rhyme,
To the pæan of the bells—
Of the bells:
Keeping time, time, time,
In a sort of Runic rhyme,
To the throbbing of the bells—
Of the bells, bells—
To the sobbing of the bells;
Keeping time, time, time,
As he knells, knells, knells,
In a happy Runic rhyme,
To the rolling of the bells—
Of the bells, bells, bells—
To the tolling of the bells,
Of the bells, bells, bells—
Bells, bells, bells—
To the moaning and the groaning of the bells.

=====================================================================
Clue #1
This poem uses repetition to delight
but also uses it just as well to cause
fright.
To open the second lock, count up the number
of chimes, and then you’ll see what awaits these
rhymes.

Clue #2
The third stanza tells the tale
Of how the bells come to life.
Count the number of letters in this device
For the next digit— oh so nice!

Clue #3
This device gives the poem its rhyme
And stresses key points of the bells.
Count up the number of letters
To see what the message foretells.

=====================================================================
Clue #1 : ____________
Clue #2: ____________
Clue #3: ____________
Puzzle #3:
Name that device

**Directions**
Name the literary devices in the quotes below by using the devices in the word bank. Then, try out the device for question #7 as the clue to open LOCK #3!

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**Word Bank**

<table>
<thead>
<tr>
<th>Paradox</th>
<th>Alliteration</th>
<th>Hyperbole</th>
<th>Euphemism</th>
<th>Allusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simile</td>
<td>Assonance</td>
<td>Apostrophe</td>
<td>Cliché</td>
<td>Pun</td>
</tr>
</tbody>
</table>

1. “The **fair** breeze **blew**, the white foam **flew**, The furrow followed **free**...” (*The Rime of the Ancient Mariner*)

2. “Hear the **mellow** wedding **bells**” by Edgar Allan Poe

3. He was a real **Romeo** and fell in love with every girl he met.

4. “...**water, water** everywhere, **nor any drop to drink.**” (*The Rime of the Ancient Mariner*)

5. “That which does not kill us makes us stronger”- Friedrich Nietzsche

6. Her eyes shone like diamonds in the sky.

7. “I’ll love you, dear, I’ll love you
   Till China and Africa meet,
   And the river jumps over the mountain
   And the salmon sing in the street.”
   —W.H. Auden “As I Walked Out One Evening”

8. ”...O Wind,
   If Winter comes, can Spring be far behind?” -Percy Bysshe Shelley

9. “Everyday is a gift, that’s why they call it the present.”

10. Saying “passed away” instead of “died.”
Puzzle #4: Cloze passage

Directions
Fill in the blanks using literary devices. Take the first letter from each device in order within the passage to construct the next clue to open LOCK #4!

A figure of speech is a rhetorical device that achieves a special effect by using words in a distinctive way. Another term for figure of speech is _____ __________. There are two literary devices that are used for comparisons. One of these devices is a comparison using “like” or “as” and is referred to as a______. The other comparison device is called a__________. Comparisons can be created through the repetition of sounds such as in the example: “Peter Piper picked a peck of pickled peppers.” This device is called______ , and the similar sounds connect ideas to consider collectively.

A brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance is called an ___________________. It does not describe in detail the person or thing to which it refers. Generally, ___________ is an object representing another, to give an entirely different meaning that is much deeper and more significant. Sometimes, however, an action, an event or a word spoken by someone can be the same. Martin Luther King Jr.’s famous speech “I Have A Dream” contains the repetition of the phrase “go back to” many times. The entire speech is full of _______________ example.

It’s common to confuse two literary terms as both are found in literature and everyday conversation. The term ____________ is a statement or group of sentences that contradict what we know while delivering an inherent truth. An ____________ is a combination of two words that contradict each other. It’s a dramatic figure of speech. There are also confusion with the punctuation mark of the same name, ______________ is a rhetorical device used by playwrights and authors whenever their characters address a character that isn’t present in the scene.

Word Bank

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Anaphoric</th>
<th>Allusion</th>
<th>Alliteration</th>
<th>Paradox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbolism</td>
<td>Simile</td>
<td>Figurative language</td>
<td>Oxymoron</td>
<td>Apostrophe</td>
</tr>
</tbody>
</table>
Puzzle #5: Paradoxical Puzzles

Directions
Circle the contrasting words or ideas in each of the paradoxical statements below. Then, answer the riddles to form the password to open LOCK #5!

1. “What a pity that youth must be wasted on the young.” – George Bernard Shaw.
2. “I can resist anything but temptation.” – Oscar Wilde
3. “All animals are equal, but some are more equal than others.” – Animal Farm
4. “I must be cruel to be kind.” — Hamlet
5. “The child is father of the man…”— William Wordsworth
6. "Men work together whether they work together or apart.” — Robert Frost
7. “I know one thing: that I know nothing.” — Socrates (via Plato)
8. Your enemy’s friend is your enemy.
9. Truth is honey, which is bitter.
10. War is peace. Freedom is slavery. Ignorance is strength.— 1984, George Orwell

====================================================================
Riddle #1
This device is quite nice.
It states an opposite using only two words. See if you can guess this awesome device.
Don’t call it a paradox because that would be absurd.

Riddle #2
This is the contrast formed in number five. The ages of life, from bottom to top.
Take a guess to keep the game alive—
The number of letters in the word- no don’t stop.

Riddle #3
This is the contrast from question number ten— The state’s motto to keep people in line.
An old story from way back when. Three contrasts in a row is a sign. Count to three and then minus one
To find the last clue of this puzzle of fun.