

TASK 4: Secret Poem

TASK 3: Poetry Close Read VERSION 2

Puzzle Card:
 "Water, water, everywhere,
 And all the boards did shrink.
 Water, water, everywhere,
 Nor any drop to drink."

Sort Card:
 "Ricochet, you take your aim
 Fire away, fire away
 Fire shoot me down but I won't fall
 I am lithium!"

Poetic Devices REFERENCES

Device	Definition	Example
Simile	A comparison using "like" or "as"	Her eyes were like stars.
Metaphor	A comparison without using "like" or "as"	Her eyes were stars.
Personification	Giving human qualities to an object or animal	The wind whistled through the trees.
Hyperbole	An extreme exaggeration	I'm so hungry I could eat a horse.
Onomatopoeia	Words that imitate sounds	Crash, bang, boom!
Irony	Saying the opposite of what you mean	It was raining on the day of the picnic.
Symbolism	Using an object to represent an idea	The dove is a symbol of peace.
Imagery	Using descriptive language to create a picture in the reader's mind	The sun was shining brightly.
Personification	Giving human qualities to an object or animal	The wind whistled through the trees.
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POETRY REVIEW ESCAPE ROOM

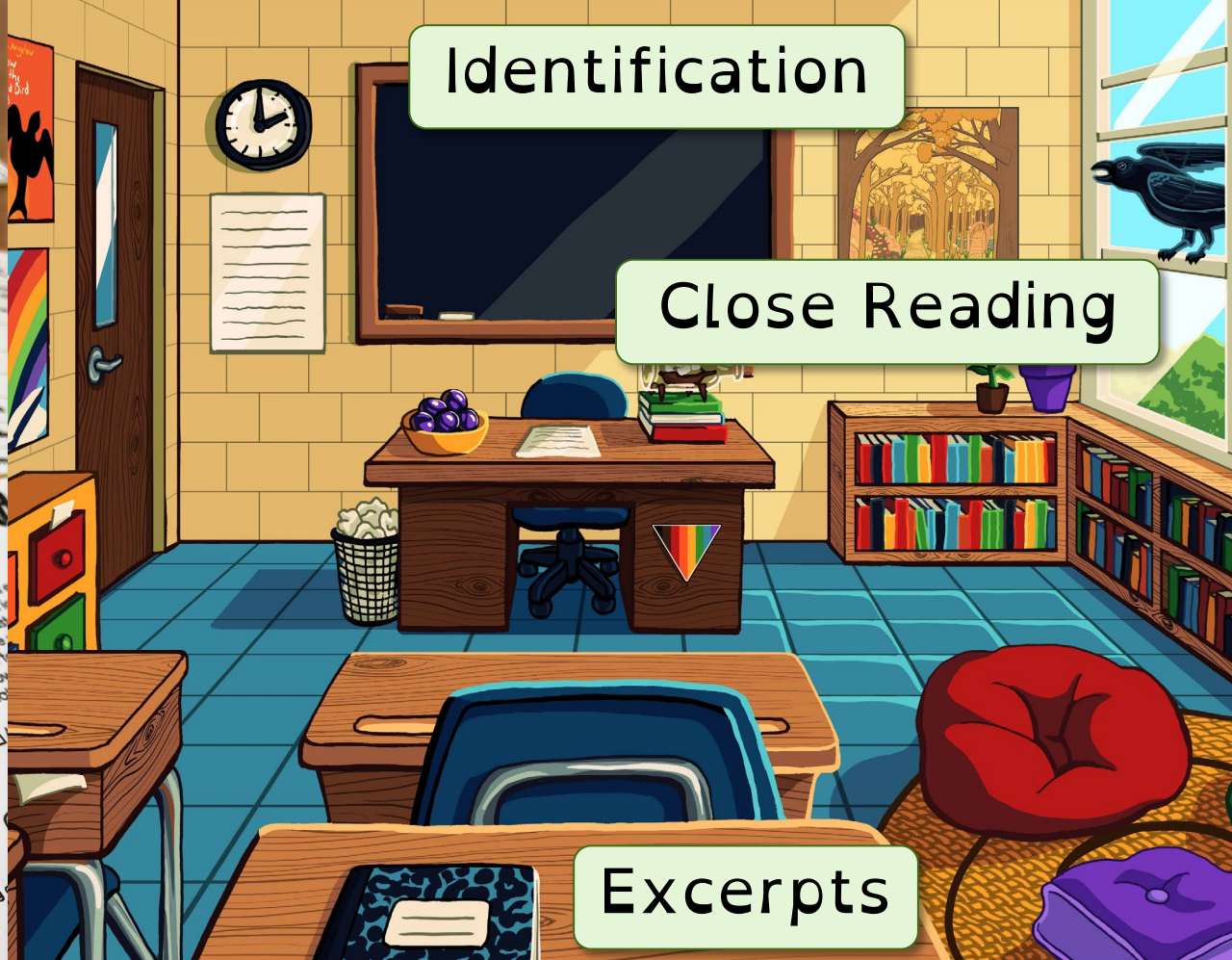
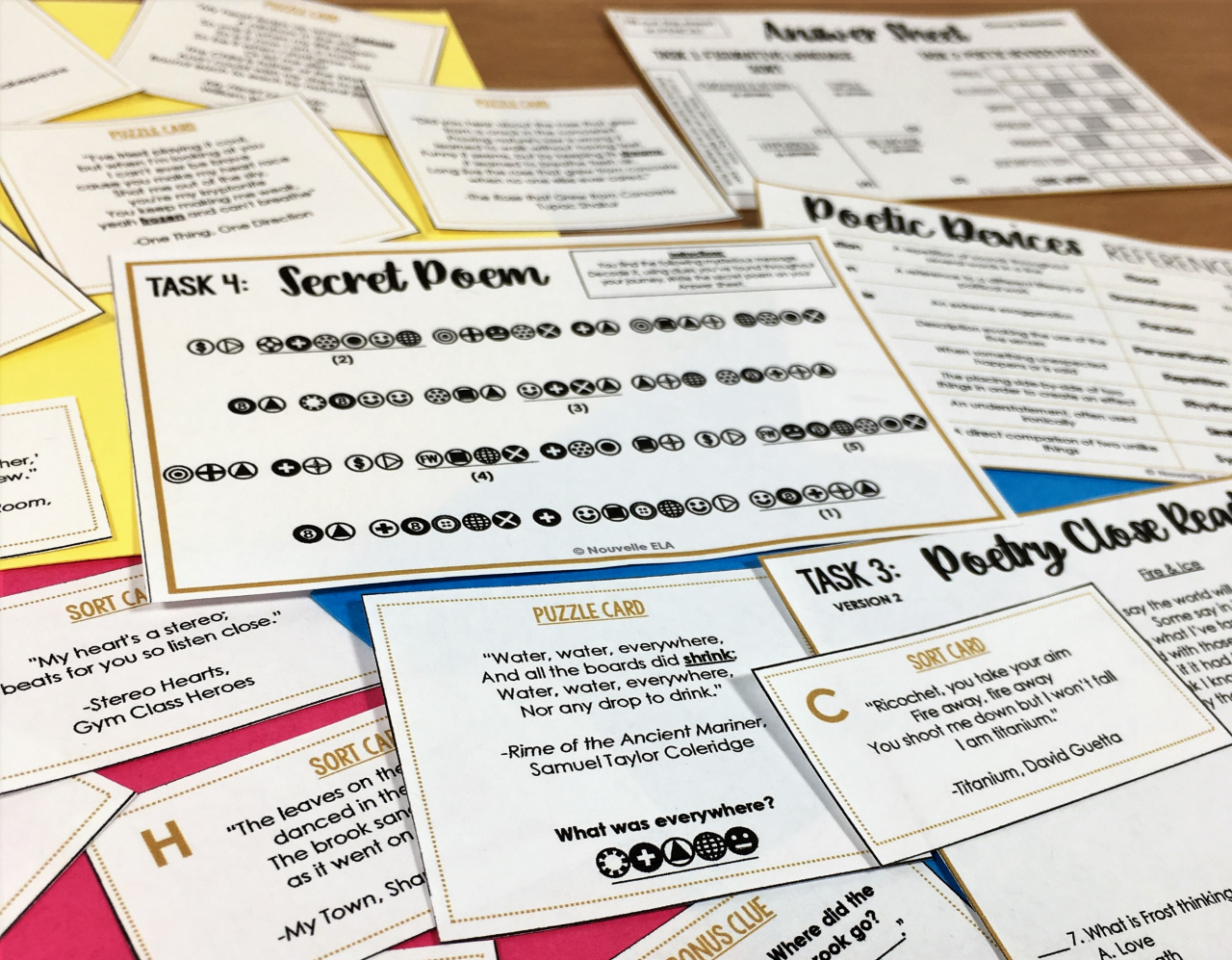
by Danielle @ Nouvelle ELA

Poetry Review DIGITAL ESCAPE ROOM

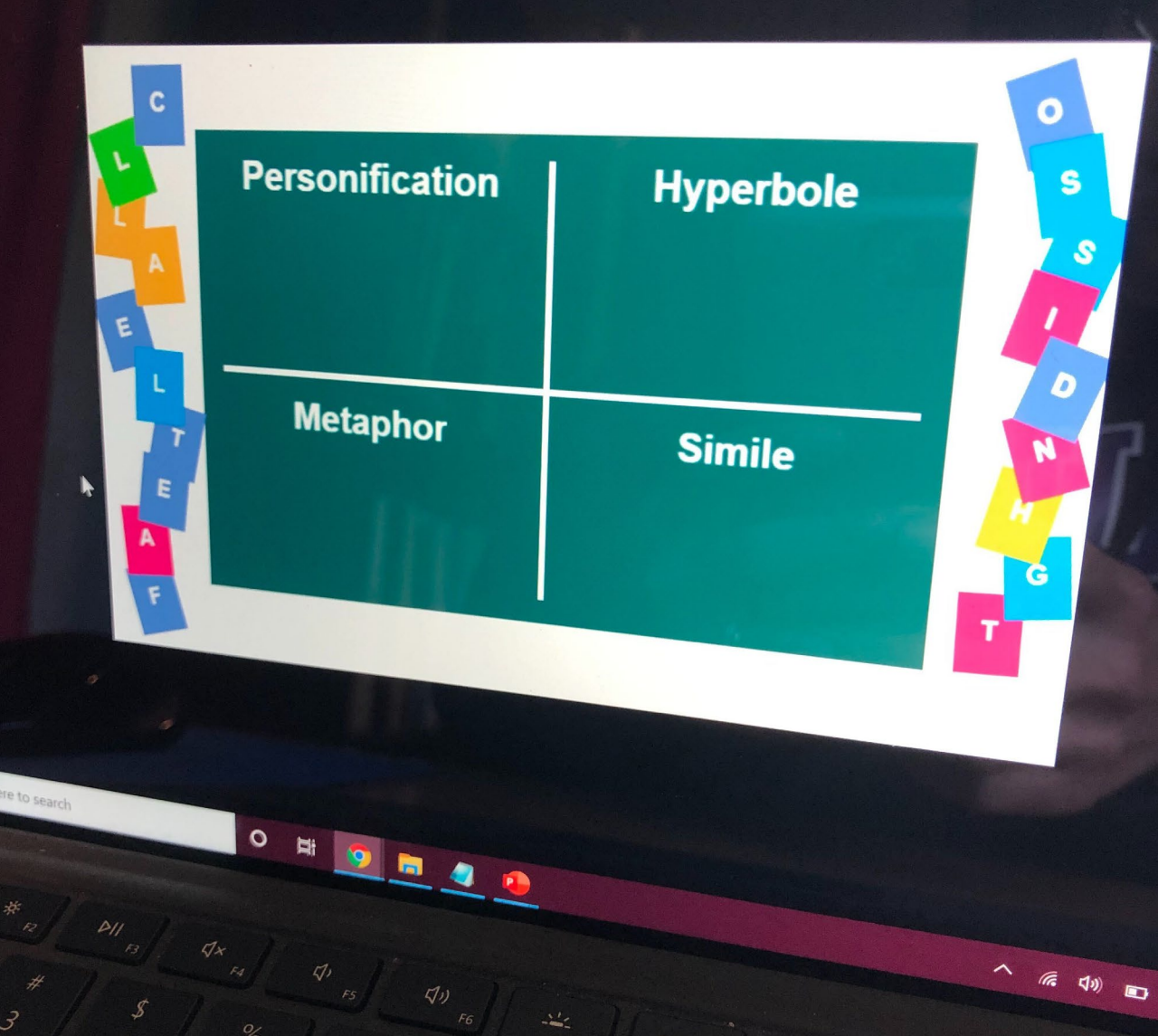
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ESCAPE ROOM COMBO PACK



Present this as a Breakout Box (students work at desks),
Escape Room (students seek clues in the room) or Digital.
-Tasks are the same across formats



Task # 1: Students sort excerpts to categorize metaphors, similes, hyperboles, and personification.

Answer Sheet Group Members:

TASK 2: POETIC DEVICES PUZZLE

SYMBOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALLUSION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IRONY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IMAGERY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PARADOX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUXTAPOSITION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CODE WORD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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PUZZLE CARD

"Did you hear about the rose that grew
 from a crack in the concrete?
 Proving nature's law is wrong it
 learned to walk without having feet.
 Funny it seems, but by keeping its **dreams**,
 it learned to breathe fresh air.
 Long live the rose that grew from concrete
 when no one else ever cared."

-The Rose that Grew from Concrete
 Tupac Shakur

TASK #2: Poet

To complete this task, you'll identify poetic devices

1. Collect all six **Puzzle Cards**. Identify the type of poetic device (allusion, juxtaposition, irony, paradox, imagery, and simile) used once)
2. Write the **bolded**, **underlined** words from each card on your **Answer Sheet**.
3. When you've done this correctly, the shaded boxes will spell out a word.

Example:

S	C	H	O	O
---	---	---	---	---

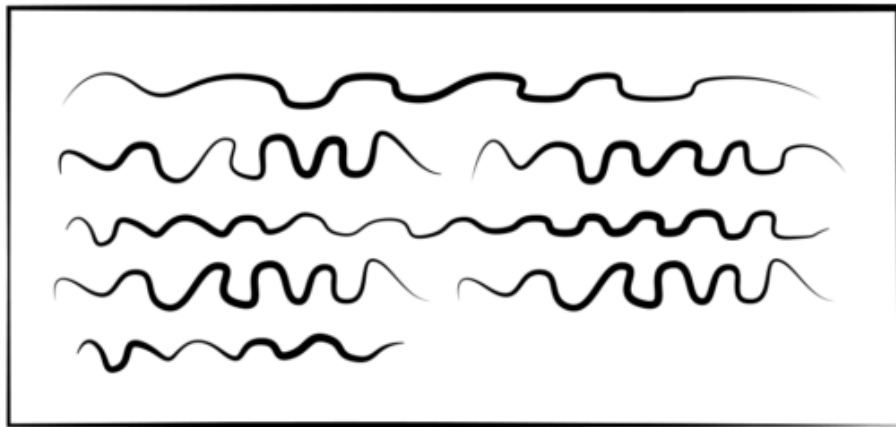
(In this example, **C** would be the correct letter in the codeword)

PUZZLE CARD

"Water, water, everywhere,
 And all the boards did **shrink**;
 Water, water, everywhere,
 Nor any drop to drink."

-Rime of the Ancient Mariner,
 Samuel Taylor Coleridge

What was everywhere?



Yes! Another one of the poetry slips for the notebook!

"The winter evening settles down
 With smell of steaks in passageways.
 Six o'clock.
 The burnt-out ends of smoky days.
 And now a gusty shower wraps
 The grimy scraps
 Of withered leaves about your feet."

-Preludes, T. S. Eliot

Task # 2: Students identify six poetic devices in excerpts of poems and song lyrics.

TASK 3: Poetry Close Read

VERSION 1

Nothing Gold Can Stay

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour,
Then leaf subsides to leaf,
So Eden sank to grief,
So dawn goes down to day
Nothing gold can stay.

-Robert Frost



- 1. Frost referring to in the phrase "Nature's first green"?
F. Rainy days U. Grass S. Young plants and flowers
- 2. The best synonym for "hue" in line 2?
E. Color S. Feeling I. Sunrise

TASK 3: Poetry Close Read

VERSION 2

Ozymandias

I met a traveler from an antique land
Who said—"Two vast and trunkless legs of
stone
Stand in the desert. . . . Near them, on the
sands
Half sunk a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command,
Tell that its sculptor, even as well those passions
re-
Which yet survive, stamped on these lifeless
forms,
The hand that mocked them, and the heart that
sings,
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away."

-Percy Bysshe Shelley



- 7. Which adjectives best describe the statue?
A. Kind and beautiful U. Mighty and imposing

TASK 3: Poetry Close Read

VERSION 2

Fire & Ice

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

-Robert Frost



- 7. What is Frost thinking about in this poem?
A. Love F. Desire
U. Death S. The end of the world.
- 4. What is the best paraphrase of the line "I hold with those who favor fire."
H. "I don't understand those who vote for fire."
S. "I disagree with those who vote for fire."



Choose your path, and choose a poem to do a close reading of. If you feel like you've chosen a poem that's not for you, you'll have the choice to go back and pick a different path 😊

Task #3 allows you to choose your own difficulty level. Students answer multiple choice questions about a poem.

Poem

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SECRET POEM

TASK 4: Secret Poem

Instructions:
You find the following mysterious message. Decode it, using clues you've found throughout your journey. Write the secret poem on your Answer Sheet.

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TASK #4: De

Your goal is to reveal a poem, using clues you've found throughout your journey. Write the secret poem on your Answer Sheet.

1. Collect as many letters and words as you can.
2. Write the code on your Answer Sheet.
3. Write the symbols you know about. Write the symbols you don't know. (Hint: There can only be one symbol in your code.)

BONUS CLUE



Where did the brook go?
"On its way..."

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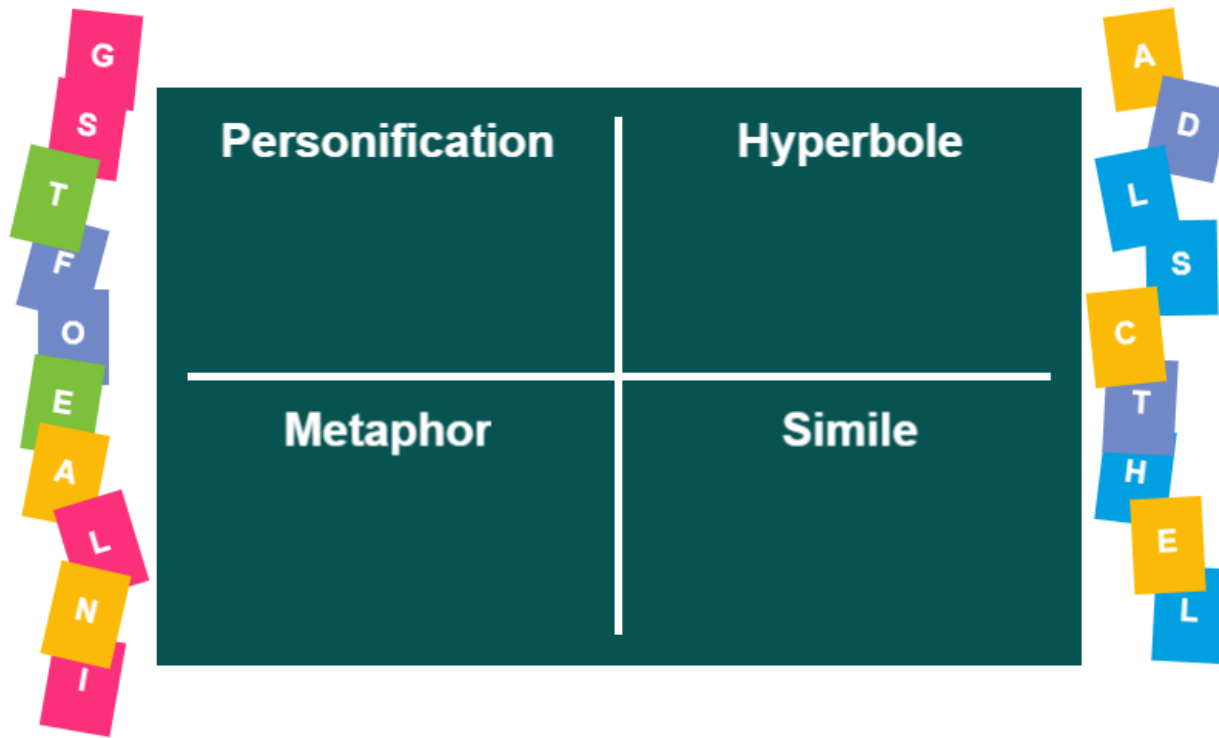
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Task #4: Students decode a poem using clues they've found.

If you aren't ready to decode the secret message you can [keep](#)



Ready to continue?

What word do the letters in the **Metaphor** quadrant spell?

(1 of 4)

CHECK ANSWER

Digital version uses interactive answer input and validation

Decoding the Secret Poem

The fourth task is the solve this puzzle. Her you can prompt the seem important at will make decoding without help.

TASK 1: FIGURATIVE LANGUAGE SORT

PERSONIFICATION
LIGH
HYPERBOLE
FO

TASK #2: POETIC DEVICES

TASK #3: SECRET POEM

Editing Overview

This resource is part of a background, you will need a system font for Microsoft Word. After you finish editing...

TASK #1: FIGURATIVE LANGUAGE SORT

You can edit any hyperboles and blank cards to...

TASK #2: POETIC DEVICES

You can edit a Language Sort original exam the blank cards...

Escape Room

EMOTIONAL PREPARATION

Each group will decide how this out is part of the team-t students that everyone nee

STATIONS:

Set up three stations, one should have an Answer S but each team will verifi

INVOLVING THE STUDENTS

For this activity, you will

Teacher's Guide

This activity is perfect for a quick refresher of figurative language and poetic devices for a poetry unit. It requires students to complete four tasks and present "keys" to prove correct. All keys will be correct. The four tasks cover figurative language, poetic devices, a poetry analysis, and a secret poem. You can extend the secret poem into a longer analysis activity after the game.

This resource also includes three editable options for a Close Reading poem. The Answer Key for the Close Reading questions is the same regardless of the poem you choose, so you can differentiate by assigning different poems to different groups. You can also create your own Close Reading questions for a poem.

Escape Room PRINT CHECKLIST

one for each of the first three tasks. Each station should have a label, instructions, and a Poetry Devices Reference Sheet. Students can move freely between the stations. For the Escape Room, set up three stations, one for each of the first three tasks. Each station should have a label, instructions, and a Poetry Devices Reference Sheet. Students can move freely between the stations. For the Escape Room, set up three stations, one for each of the first three tasks. Each station should have a label, instructions, and a Poetry Devices Reference Sheet. Students can move freely between the stations.

Includes a full Teacher's Guide

A Lovely Light

Notes:

4
Considers the prompt from multiple angles. Uses insightful and relevant evidence to support claims.

3
Considers the prompt from one angle. Uses relevant evidence to support claims.

2
Answers the prompt. Uses somewhat relevant textual evidence to support claims.

1
Does not address the prompt. Little to no textual evidence to support claims.

Reflection

What did you think of this activity? Discuss the aspects you liked and didn't like, along with how well your team worked together to solve the tasks. What role did you play? What could you do differently next time? Write your response in a well-developed paragraph on the back of this paper.

4	3	2	1
Considers the prompt from multiple angles. Uses insightful and relevant evidence to support claims.	Considers the prompt from one angle. Uses relevant evidence to support claims.	Answers the prompt. Uses somewhat relevant evidence to support claims.	Does not address the prompt. Little to no evidence to support claims.

Rose & Concrete

Optional (editable) tasks for analysis and reflection