1. Underline all the metaphors you can find in the following paragraphs:

Baltimore's handling of riots slammed as 'disaster' (CNN)

The spark that ignited Monday's pandemonium probably started with high school students on social media, who were discussing a "purge" -- a reference to a film in which laws are suspended.

Many people knew "very early on" that there was "a lot of energy behind this purge movement," Baltimore City Councilman Nick Mosby told CNN on Tuesday. "It was a metaphor for, 'Let's go out and make trouble.'"

The police "came out with this threat yesterday that some of the local gangs were banding together and going to attack police," Mosby said. "And I think maybe that's where their focus was, because clearly, tactically, they weren't ready for these children. I don't think they expected the children to be able to heighten the level of riot the way that they did starting at Mondawmin Mall."

CNN's Chris Cuomo asked Mosby and Carter whether they believe the mayor was calling for police to hold back in order to avoid a repeat of the militarized policing and cycle of violence that plagued Ferguson, Missouri.

"Absolutely," Carter said. Baltimore police "routinely" are "super aggressive," with "zero tolerance for any kind of overactivity going on from these young people," she said. "And yesterday they acted completely opposite to their normal behavior."

But Mosby believes it was not intentional. Authorities "came ill-prepared, and it escalated quicker than they could respond," he said.

On Saturday, Rawlings-Blake made a comment that some interpreted as allowing and even inviting violence. "While we tried to make sure that (protesters) were protected from the cars and the other things that were going on, we also gave those who wished to destroy space to do that as well," she said.
2. Select one of the metaphors from the above paragraphs and analyze it from the following perspectives:

   a. **Naïve Simile Theory**

   b. **Figurative Simile Theory**

   c. **Causal Theory**

   d. **Gricean Pragmatic Theory**