



JOHN HENRY
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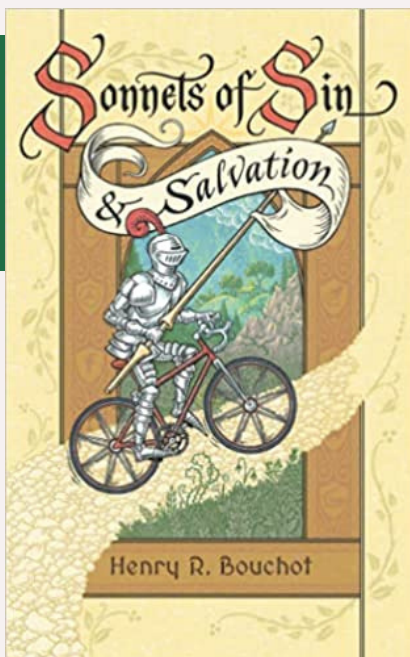
Teacher's Guide

Sonnets of Sin & Salvation

About the Book



In *Sonnets of Sin & Salvation*, Henry Bouchot takes us on a guided journey through the seven circles of modern political hell. With wit, wryness, and plenty of real-life examples, Henry shows us an unexpected way out of our political purgatory.



Inside this guide:

Introduction
About the Author
Sonnets and Satire
Before You Read
Guide to the Standards

Sections:

- Genesis
- Exodus
- Ecclesiastes
- Revelation
- Song of Songs

Each section contains:

- Discussion Questions
- Key Vocabulary
- Standards-based teaching ideas for grades 11-12 English or Literature

Also included: Lesson ideas for teaching Government

Introduction



This teacher's guide provides ideas for integrating *Sonnets of Sin and Salvation* into a Common Core State Standards-based classroom, but can be used in any high school setting. Teachers can use this book as a resource for teaching students to read, analyze, and discuss; as well as making connections between history and literature, writing and politics. *Sonnets of Sin and Salvation* is about our sins, virtues, partisanship, and sometimes apathy towards politics, and what it all means for who we are as Americans.

The cover of the book is our first clue to the journey within. Depicted on the cover is a knight riding a bicycle rather than a white horse. Just like the knight, we as Americans seem to be peddling nowhere fast, unable to see the road ahead of us with its various pitfalls and brambles, yet armed with the heaviest armor, which only slows us by keeping us from being vulnerable and open to others. Rather than coming to rescue us, the knight is leaving us to rescue ourselves.

No matter where we fall on the political spectrum, this book illuminates a pivotal point in history, one that allows us to learn about the political process as well as about ourselves. This guide explores how media affects the rhetoric of politics, especially the more recent impact of social media on how we create and consume information.

About the Author

Since becoming the youngest elected official ever in the City of Whittier, Henry Bouchot has been on a mission to give readers a peek behind the veil of local politics. Through his work, Henry hopes to help readers fully understand what Socrates called "the hardest of all trades" and get past today's political gridlock.

A Meta-Morality Play: Examining the Use of Religious and Medieval Motifs in *Sonnets of Sin and Salvation*



In *Sonnets of Sin and Salvation*, the author Henry Bouchot uses the traditional Italian sonnet form, along with religious motifs and medieval iconography, to juxtapose the ideas and themes one might find in a medieval morality play with the challenges of contemporary politics. In this type of play, the characters within teach us lessons about good conduct, lessons which will resonate with anyone who lived through the 2016 and 2020 elections, but which also speak to the moral ambiguity we face daily in mainstream and social media.

Although the sonnets in the collection are written in the tradition of Dante, the 12th-century Italian poet who used the structure of serious epic poetry to write comedic satire. They are also like little fables, short stories with simple moral lessons that give us insight into the historical and cultural backdrop in which they were written. Writers often use medieval and religious motifs, even in contemporary writing, because they are universally resonant in Western culture and the Western literary tradition. The motifs used throughout the book are a literary technique which consists of a repeated element that has symbolic significance. Motifs can be symbols, actions, themes, ideas, or words. For example, in the seventh sonnet on page 20 of the text, the author begins with the phrase, "Love conquers hate," which hints at both Virgil and Ecclesiastes, the recurring idea in the bible that love has the ability to overcome all adversity. Accompanying the poem is the medieval imagery of flaming arrows being shot by crossbows, but at the end of these arrows are tweets, no flames. The men in the picture are engaging in tweet wars or flame wars, mixing medieval imagery with modern memes, creating both a seriousness and a lightness within the poems.

The word "salvation," another literary and rhetorical choice used frequently by the author, evokes a sense of hope in the future, relying upon our ability to "forget me, mine, and my and live by the motto *Semper Fi*." This motto used to bond Marines, comes from the Latin phrase "semper fidelis" which means "always loyal" or "always faithful." What the author asks of us is not to be faithful to one god or religion, but rather to the more contemporary ideals of democracy and community service.

Throughout this reading guide students will be asked to identify and analyze these elements, looking at how the author uses language to make meaning, while also reflecting on how the themes impact their perception of the poems and their subjects.

A Guide to the Common Core State Standards



Sonnets of Sin and Salvation is perfect for a Common-Core Standards-based classroom, as the CC Standards are designed to prepare students for life beyond the classroom. The CC Standards include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. Throughout this guide you will see connections to the Common Core in each of the literature lessons.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Using Pre-Reading Strategies

Comprehension of a text can begin before reading, using "pre-reading" strategies, which help boost understanding and motivation, and increase student interest and curiosity. These strategies include examining the text, including the title, sections or chapters, headings, illustrations, and having a conversation with students about their overall first impressions, what they see, and what they think the text might reveal.

Pre-reading activities:

- Have students look at the cover and the title and ask, "What does the picture on the cover make you think about? Does it remind you of anything?"
- What form is this book written in? Let's make a list of different ways to tell a story. Write down all the different ways we tell stories: using fiction and non-fiction, using poetry, drama, film, short stories, and novels. What are some of your favorite stories and what form do they use? Why did the author choose poetry?
- After looking at the book, the title, and the different sections, what are some questions you have about the book before we begin reading it?
- As you read, make a list of your favorite words and images, and also make a list of words that you don't know or questions you have. The two-column form included in this packet can be completed for any of the sections in this packet.

Connecting to the Common Core:

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.





Two-Column Reading Notes

NAME:

BOOK OR TOPIC:

Interesting Words & Phrases

Unknown Words & Questions

Part I

Genesis

Each section is titled after a book in the Bible, and Genesis is the Christianity's creation story, the foundation for everything that comes after it.

In Genesis, the author explores the attitudes and events leading to a breakdown in civil discourse, and how ignorance, apathy, hypocrisy, and greed strip us of our autonomy.

Questions for Discussion:

- What was your overall reaction to this section?
- What is the central theme of this section?
- What details or evidence can you find in the text to support the theme?
- What impact might voter apathy have on an election?

Key Vocabulary:

Activism	Petition
Agenda	Polls
Antipathy	Slogan
Apathy	Tribe
Community	Yearning

Notes:

Literature Lesson: Exploring the Sonnet

Grade: 11-12

Subject: English

Topic: Literature

Connecting to the Common Core:

Range of Reading: CCSS.ELA-LITERACY.RL.11-12.10
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems



Materials Needed:

Sonnets of Sin and Salvation

Handouts:

A Guide to the Sonnet

Analyzing the Sonnet Form

Learning Objectives:

Students will be able to:

- Define the difference between a Petrarchan and Shakespearean sonnet
- Analyze a sonnet to determine its form

Activities:

Before, during, or after having students read *Sonnets of Sin and Salvation*, introduce and go over the sonnet form. Students who are already familiar with the form can help define it for their classmates.

Warm-up: This can be done in small groups or as a whole class. Have students brainstorm all of the poetic forms they are familiar with: sonnets, ballads, acrostics, cinquans, etc. The teachers can either write these on the white board as students volunteer answers or have small groups share one of the forms they came up with.

Analyzing the form: This can be done in small groups or individually. Using the handout *Analyzing the Sonnet Form*, students will read one of the sonnets from *Sonnets of Sin and Salvation* and analyze the form and rhyme scheme to determine what form the sonnet is written in.

Assessment

Formative (informal) assessment: The teacher can listen to students share responses and also walk around to listen to group discussion to determine if students understand sonnet form and whether or not they should spend more time going over the form.

Summative (formal) assessment: The teacher will collect and evaluate the *Analyzing a Sonnet Form* handout to determine if students were correctly able to analyze and identify the sonnet form.

A Guide to the Sonnet



The sonnet is a poetic form which originated in 13th-century Italy. The two most common types of sonnet are the Petrarchan sonnet and the Shakespearean sonnet.

The Petrarchan sonnet was not invented by the Italian poet Francesco Petrarca, commonly anglicized as Petrarch, but he popularized the form.

The Petrarchan sonnet has 14 lines and is divided into two subgroups: an octave and a sestet.

The octave follows the rhyme scheme ABBA ABBA
The sestet follows the rhyme scheme CDE CDE or CDC CDC

A Shakespearean sonnet is a variation on the original Italian sonnet and evolved in England during the Elizabethan era. These sonnets can also be referred to as Elizabethan sonnets.

The Shakespearean sonnet has 14 lines divided into 4 subgroups: 3 quatrains and a couplet. Each line is typically ten syllables, phrased in iambic pentameter.

A Shakespearean sonnet employs the rhyme scheme
ABAB CDCD EFEF GG

On the following page, students can practice analyzing sonnets to determine their form, type, and rhyme scheme.

Part II

Exodus

In this section of Sonnets of Sin & Salvation, shows us that Americans must reexamine their relationship with media consumption to forge a new path.

Questions for Discussion:

- What was your overall reaction to this section?
- What is the central theme of this section?
- What details or evidence can you find in the text to support the theme?
- This section mentions conspiracy theories. What are some popular conspiracy theories you are familiar with?

Key

Vocabulary:

Ballot

Callous

Clickbait

Conspiracy Theories

Civil Unrest

Devisive

Gadfly

Newscycle

Prejudice

Tolerance

Notes:

Literature Lesson: Analyzing Literary Elements

Grade: 11-12

Subject: English

Topic: Literature

Connecting to the Common Core:

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate literary elements (e.g., where a story or poem is set and how the characters are developed).



Materials Needed:

Sonnets of Sin and Salvation

Handouts:

A Guide to Literary Elements

Literary Elements Table

Learning Objectives:

Students will be able to:

- Identify literary elements in a poem
- Use textual evidence to support their interpretations

Activities:

Warm-up: the teacher will draw on prior knowledge by asking students to identify and define literary elements they are already familiar with, such as plot, character, setting, and theme.

After reading *Sonnets of Sin and Salvation*, students will identify three literary elements from the poems, using the "Guide to Literary Elements," and record those elements on the "Literary Elements Table." Students will then find one line or passage from a poem that represents that literary element. For example, students will identify and find a motif from the poems, or an example of imagery, tone, figurative language, etc.

Students may work on this activity in pairs or small groups, and then share their responses with the rest of the class.

Assessment

Formative (informal) assessment: By listening to student responses during the warm-up, the teacher will determine how familiar students are with literary elements and how much time to spend going over the more unfamiliar elements.

Summative (formal) assessment:

For this assessment, the teacher will collect and evaluate the literary elements table.

A Guide to Literary Elements



Literary Elements are the techniques writers use to tell a story, and include:

- **Character:** refers to how the author describes the characters in a story.
- **Enjambment:** a device in which a line of poetry carries its idea or thought over to the next line without a grammatical pause.
- **Motif:** a literary technique that consists of a repeated element that has symbolic significance to a literary work. Sometimes, a motif is a recurring image, theme, or word.
- **Plot:** refers to the main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence
- **Point-of-View:** the position from which something or someone is observed.
- **Theme:** refers to a broad idea or moral in a story.
- **Tone:** refers to the attitude the work takes toward the audience and subject. A work's tone can be playful, serious, upbeat, detached, ironic, etc.
- **Setting:** refers to time periods, geographic locations, cultural contexts, immediate surroundings, weather, times of day, or times of year employed in the story.
- **Slant Rhyme or Near Rhyme:** a type of rhyme with words that have similar, but not identical sounds.
- **Structure:** refers to the form or the arrangement of story elements according to purpose, style and genre.

Literary Elements Table

Find three examples of literary elements in *Sonnets of Sin and Salvation*. Write the example below and identify which literary element it represents using the handout "A Guide to Literary Elements."

Literary Element #1:

Literary Element #2:

Literary Element #3:

Part III

Ecclesiastes

In this section of Sonnets of Sin & Salvation, the author shows the importance of the "Golden Rule" and how, by helping others, we help ourselves.

Questions for Discussion:

- What was your overall reaction to this section?
- What is the central theme of this section?
- What details or evidence can you find in the text to support the theme?
- What is the Golden Rule and how does it transcend religion and politics?

Key

Vocabulary:

Aficianado

Duty

Exemplar

Grassroots

Leaflets

Panache

Principle

Precincts

Reinventing

Strictures

Notes:

Literature Lesson: Idioms in Literature

Grade: 11-12

Subject: English

Topic: Literature

Connecting to the Common Core:
CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.



Materials Needed:

The book *Sonnets of Sin and Salvation*

Handouts:

Shakespeare and Idioms

Examples of Idioms

Learning Objectives:

Students will be able to:

- Identify and define commonly used idioms as well as those in *Sonnets of Sin and Salvation*

Activities:

Warm-Up: Write a series of common idioms on the board, like "kick the bucket," and "time flies." Ask your students what these unusual phrases mean, and then ask them how they know what the phrases mean.

Identifying and defining idioms: Have students write the definition of an idiom in their notebooks or journals and then have them work individually or in small groups to come up with at least three idioms on their own. Have each group share their idioms with the class.

Once you are confident that students understand what an idiom is, have students work individually or in small groups to identify at least three examples of idioms used in *Sonnets of Sin and Salvation*, as well as answer the question: Why did the author pair colloquial diction with such a formal and archaic format?

Have students or groups share their examples with the class.

Assessment

Formative (informal) assessment: While students are volunteering examples and meanings of idioms, the teacher can determine if students understand the concept of idiom enough to find examples in the poems.

Summative (formal) assessment:

After the lesson, the teacher can collect and evaluate the handout "Examples of Idioms"

Shakespeare & Idioms



An idiom is a phrase or expression using figurative language and which cannot be understood through a literal interpretation of meaning. William Shakespeare was a master of using the English language in new ways, and many of the idioms or figures of speech we use today come from his plays. Here are some examples:

- Break the ice - This phrase was first used in *The Taming of the Shrew*. Tranio encourages Petruchio to "break the ice" with Katherine to get to know her, suggesting that he may like her better – and get her to like him. Today this phrase is used to refer to relieving tension or getting to know someone better, usually by making small talk, or a kind gesture to start a new relationship.
- Set my teeth on edge - In *Henry IV, Part 1*, Hotspur complains about how much he hates poetry, saying, "And that would set my teeth nothing an edge, nothing so much as mincing poetry." Today the phrase is used to express distaste for something, particularly annoyance, and also discomfort, like the noise of nails dragging on a chalkboard.
- There's method in my madness - In *Hamlet*, Polonius observes Hamlet's antics and says, "Though this be madness, yet there is method in't." He suspects Hamlet isn't behaving as irrationally as he seems to be on the surface. The phrase has changed slightly, but the meaning is the same: Even though your action seems random, you have a purpose to them.
- Dead as a doornail - Though this phrase is perhaps better known as the opening description of Ebenezer Scrooge's partner Jacob Marley in *A Christmas Carol*, it was previously used by Shakespeare. In *Henry IV, Part 2* Jack Cade says, "I have eat no meat these five days; yet, come thou and thy five men, and if I do not leave you all as dead as a doornail, I pray God I may never eat grass more." The phrase is still used emphatically, implying that something is so dead it's as if it were never alive in the first place.

Part IV

Revelation

In sonnets in this section of Sonnets of Sin & Salvation show us how American can be resurrected by rekindling its humanity.

Questions for Discussion:

- What was your overall reaction to this section?
- What is the central theme?
- What details or evidence can you find in the text to support the theme?
- What are some ways that you can give back to your community?

Key Vocabulary:

Apocalyptic Eschatology	Partisanship
Antidote	Scholar
Bluffs	Symbiosis
Grieved	Verse
Motto	Vets

Notes:

Literature Lesson: Character Obituaries

Grade: 11-12

Subject: English

Topic: Writing, Literature,
Informational Texts

Connecting to the Common Core:

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.



Materials Needed:

The book *Sonnets of Sin and Salvation*

Handouts:

Writing an Obituary

Creating a Character Obituary

Learning Objectives:

Students will be able to:

- Identify and define the form and style of an obituary
- Practice writing a short obituary

Activities:

Warm-up: For this activity the teacher will ask students what we call articles about people who have died, and then ask students to identify the features and characteristics of an obituary.

Then have students read the obituaries linked to the "Writing and Obituary" handout, which features the obituaries of real people who appear in *Sonnets of Sin and Salvation*.

Writing and Literature Activity: Students will then work individually or in small groups to choose a famous character from literature, such as Hamlet, Jay Gatsby, Mr. Darcy, etc. and then create a fictional obituary about that character.

Students can then volunteer to share their obituaries with the class.

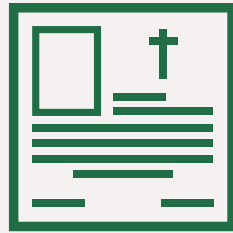
Assessment

Formative (informal) assessment: The teacher will determine how well students understand the concept of obituaries and how to write them by asking questions and evaluating student responses.

Summative (formal) assessment:

At the end of the lesson, the teacher will collect and evaluate the Character Obituaries.

Writing an Obituary



Some of the sonnets in this collection feature real people who have had an impact on politics, their community, or the life of the author. Six of the people featured in the book have died, and you can read their obituaries, or articles honoring some of them below. Why did the author choose to eulogize these important people? Think about the concept of martyrdom: people who die for a cause or belief.

Read and analyze the textual features of the articles and obituaries linked to below, and then read the article, "How to Write the Perfect Obituary." Then complete the activity called, "Writing a Character Obituary" on the next page.

"Charles E. Patterson: In Memorium"

<http://media.mofo.com/docs/pdf/MoForever-Alumni-News-Winter-2019/19>

David Sanchez

<https://utsnyc.giftplans.org/index.php?cID=243>

Jose Ramos: "Thousands Honor Vietnam Veterans in Whittier"

<https://www.dailynews.com/2010/03/28/thousands-honor-vietnam-veterans-in-whittier>

"Ted Knoll, Whittier advocate, helped found the homeless shelter, dies at age 73"

<https://www.whittierdailynews.com/2019/02/28/whittier-advocate-helped-found-the-homeless-shelter-dies-at-age-73>

"Ted Snyder Obituary"

<https://www.whittierdailynews.com/2017/02/20/ted-snyder-whittier-conservancy-president-dies-at-65>

"How to Write the Perfect Obituary"

<https://www.nbcnews.com/better/lifestyle/how-write-perfect-obituary-according-professional-writers-ncna1055996>

Part V

Song of Songs

The final sonnet in this collection is known as a master sonnet, or "Sonnet Crown" and is composed of the first line of each of the preceding fourteen sonnets.

Questions for Discussion:

- What was your overall reaction to this final sonnet?
- How does this sonnet bring together the themes of the other sonnets and illuminate the underlying theme of the work?

Key Vocabulary:

Callous
Conquers
Gorging
Shunning
Void

Classroom Activities and Extensions:

Writing a Reflective Essay: After completing the book, ask students to write a reflection on how it has impacted their thoughts on the political process and the power of the media to shape our perception.

Notes:

English or Government Lesson: Writing a Speech

Grade: 11-12

Subject: English

Topic: Writing and Rhetoric

Connecting to the Common Core:

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce a claim, establish the significance of the claim, distinguish the claim from alternate or opposing claims, and create an organization that logically sequences claim counterclaims, reasons, and evidence.



Materials Needed:

The book *Sonnets of Sin and Salvation*

Handouts:

"How to Write a Short Speech"

"Writing a Speech"

Learning Objectives:

Students will be able to:

- Create a brief, 2-3 minute speech based on a single topic or argument

Activities:

Warm-up: Have students brainstorm what makes a good speech by look at a few examples of famous speeches from history, such as the Gettysburg Address or JFK's speech encouraging NASA to go the the moon by the end of the decade.

Using the handouts "How to Write a Short Speech" and "Writing a Speech," have students work individually or in small groups to write, practice, revise, and deliver a short speech on how to best address the issue of partisanship.

Assessment

Formative (informal) assessment: the teacher will informally assess students' knowledge of what makes a good speech by asking questions and listening to student responses during the brainstorming session

Summative (formal) assessment: Students will deliver and also hand in their speeches for formal evaluation.

How to Write a Short Speech



Use a Simple Structure:

Start by clearly stating the key idea underpinning your speech in simple, everyday language, and follow with a simple structure supporting your main point.

Supporting Reasons:

Follow your key idea with three supporting reasons. State each reason clearly, and explain how each one helps achieve or support the objective.

Identify a Problem and Solution:

This is a simple structure of only two parts. It's an easy yet powerful way to capture attention and interest when done well. But you'll want to avoid the trap of rushing through the problem, and spending too much time on your brilliant solution.

If you really want to hook people, take some time to paint a vivid picture of the problem first.

Create a timeline:

In this type of short speech, you might cover:

- The history of the issue.
- The current situation.
- What might happen in the future.
- And the ramifications of agreeing (or disagreeing) with your main argument.

End with a memorable message:

Just as important as how you begin and structure your speech, is how you end it. Consider using a metaphor or reference that links back to your original premise; or finishing with a thought-provoking question, are two ways to burnish your speech in your listener's mind.

Getting Involved in the Political Process



The political process is the creation and administration of public policy through a combination of interactions between governments, institutions, political leaders, and the general public.

- What does it mean to participate in the political process?
- Participating in the political process can look like many different things, including:
- Reading the news and staying current on political events
- Registering to vote
- Voting in elections and encouraging others to vote
- Volunteering for a political campaign
- Joining an advocacy group for a cause you believe in
- Becoming a candidate for elective office
- Working as a political consultant, strategist, or speechwriter

How involved you decide to get in the political process depends upon your goals, but it's important to keep in mind that in order to make a difference in the longer term, it is essential that young people are engaged in formal political processes and have a say in formulating today's and tomorrow's politics.

For political systems to be truly representative, all parts of society must be included. When young people are disenfranchised or disengaged from political processes, a significant portion of the population has little or no voice or influence in decisions that affect group members' lives.

Inclusive political participation is not only a fundamental political and democratic right but is also crucial to building stable and peaceful societies and developing policies that respond to the specific needs of younger generations. For young people to be adequately represented in political institutions, processes, and decision-making, and in particular in elections, they must know their rights and be given the necessary knowledge and capacity to participate in a meaningful way at all levels.

Engaging in the Political Process

The ability of all people in a community to participate in the political process is a cornerstone of democracy. In many segments of the population, particularly people of color, women, and young people, participation is often limited and disengaged.



Young people can benefit from participation in the political process by learning problem-solving and decision-making skills, getting involved in their community, and having more control over how their lives and their future are shaped through politics and the democratic process.

Questions for Discussion and Reflection:

Why is important for young people and marginalized populations to participate in the political process?

What are some ways that students in your school or community can get more involved in the political process?

A Guide to Local Governments

Local governments consist of counties (sometimes called boroughs or parishes), and municipalities, or cities and towns. Districts also provide functions in local government outside county or municipal boundaries, such as schools, fire protection, and water.

Municipal governments, cities, towns, boroughs, villages, and townships, are generally organized around a population center and in most cases correspond to the geographical designations used by the United States Census Bureau for reporting of housing and population statistics. Municipalities vary in size, from the millions of residents of New York City and Los Angeles to the few hundred people who live in Jenkins, Minnesota.

Municipalities generally take responsibility for parks and recreation services, police and fire departments, housing services, emergency medical services, municipal courts, transportation services (including public transportation), and public works (streets, sewers, snow removal, signage, and so forth).

Whereas the Federal Government and State governments share power in countless ways, a local government must be granted power by the State. In general, mayors, city councils, and other governing bodies are directly elected by the people.

Why should you be interested in local governments? Although most political discussions and complaints on social media and in the news are tied to federal policy or other actions implemented by the federal government. If we want to go further than posting on social media, how can we become more involved in the political process?

Turning one's eyes from national politics to the local scene is a good first step, but it can be tough to get started. Some good first steps are knowing who your local leaders are, attend public meetings, and get involved in local community service organizations.

Additional Resources

Academy of American Poets: About Sonnets

<https://poets.org/glossary/sonnet>

Author's website

<http://www.henryboutchot.com>

Charles E. Patterson: In Memorium

<http://media.mofo.com/docs/pdf/MoForever-Alumni-News-Winter-2019/19>

Glossary of Poetic Terms

<https://poets.org/glossary>

National Democratic Institute

<https://www.ndi.org/what-we-do/youth-political-participation>

Ted Snyder Obituary

<https://www.whittierdailynews.com/2017/02/20/ted-snyder-whittier-conservancy-president-dies-at-65>

The Riley Institute: Lessons and Resources for Teaching Government

<https://riley.furman.edu/education/projects/teachers-government/teachers-government-lesson-plans>

Thousands Honor Vietnam Veterans in Whittier

<https://www.dailynews.com/2010/03/28/thousands-honor-vietnam-veterans-in-whittier>

Whittier advocate, helped found the homeless shelter, dies at age 73

<https://www.whittierdailynews.com/2019/02/28/whittier-advocate-helped-found-the-homeless-shelter-dies-at-age-73>

Whittier Wandering (Instagram)

<https://www.instagram.com/whittierwandering>