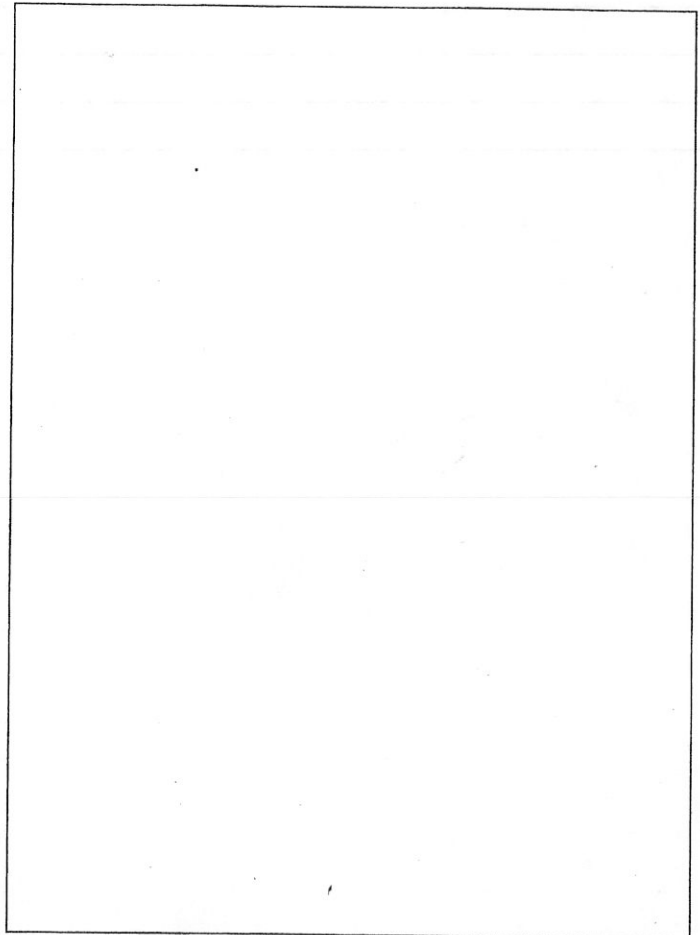


Caricature

Caricature is a representation, especially pictorial or literary, in which the subject's distinctive features or peculiarities are deliberately exaggerated or distorted to produce a comic or grotesque effect.

Find a cartoon in today's newspaper that exaggerates the way a person looks. Locate a photograph of the public official. Compare the two. What is exaggerated? Why?

Find a mug shot (portrait) of a well-known public official or public figure in today's Oregonian and paste it below. In the box on the right, exaggerate some feature of the person. Choose something that is related to the reason the person is in the news today.



Symbolism

A *symbol* is anything that stands for or represents something else. A *conventional symbol* is one that is widely known and accepted, such as the U.S. flag symbolizing freedom. A *personal symbol* is one developed for a particular cartoon by a particular author.

Look through The Oregonian for conventional symbols used in this week's editorial cartoons. Write it on the line to the left. Your teacher may ask you to attach the cartoons you have chosen. Then explain what the symbol means.

Conventional Symbol

Explanation/Meaning

Personal Symbol

Explanation/Meaning

Irony

Irony is the contrast between what is stated and what is meant, or between what is expected to happen and what actually happens. In *verbal irony*, a word or phrase is used to suggest the opposite of its usual meaning. In *dramatic irony*, there is a contradiction between what a character knows and what the audience knows to be true. In *irony of situation*, an event occurs that contradicts the expectations of the characters, the reader or the audience.

Look through *The Oregonian* for examples of irony used in this week's editorial cartoons. Write the irony on the line to the left. Your teacher may ask you to attach the cartoons you have chosen. Then explain what is ironic about it on the right.

Verbal irony

Explanation/Meaning

Dramatic irony

Explanation/Meaning

Situational irony

Explanation/Meaning

Main idea

The *main idea* is not usually stated in words. It is communicated through the drawing. The main idea is the meaning the cartoonist wants you to walk away with after you've examined the cartoon.

For this exercise, you will need to choose three cartoons and write down what you think the cartoonist is trying to say.

Cartoonist

Title

Subject

The cartoonist is saying _____

Cartoonist

Title

Subject

The cartoonist is saying _____

Cartoonist

Title

Subject

The cartoonist is saying _____

Satire

Satire is writing that ridicules or criticizes individuals, ideas, institutions, social conventions or works of art or literature. The writer of satire may use a tolerant, sympathetic tone or an angry, bitter tone. Satire can be used in prose, poetry and editorial cartoons.

Look through *The Oregonian* for examples of satire used in this week's editorial cartoons. Write what the cartoon is criticizing on the line to the left. Your teacher may ask you to attach the cartoons you have chosen. Then explain what is satirical about it on the right.

Subject of criticism or ridicule

Tone/Explanation of criticism or ridicule

What is a strength of using satire?

What can be a problem with using satire?



Allusion

Allusion is a reference to a well-known person, place, event, literary work or work of art. Writers and artists often make allusions to stories from the Bible, to Greek and Roman myths, to plays by Shakespeare, to political and historical events, and to other information known by readers. By using allusions, writers and artists can bring complex ideas to mind simply and easily.

Cartoonist

Title

Subject

To what is the allusion in this cartoon?

How does the allusion help us understand better?

Cartoonist

Title

Subject

To what is the allusion in this cartoon?

How does the allusion help us understand better?

Cartoonist

Title

Subject

To what is the allusion in this cartoon?

How does the allusion help us understand better?

Comparison

Analogy is a comparison between two unlike things. The purpose of an analogy is to describe something unfamiliar by pointing out its similarities to something that is familiar. A *simile* is a simple comparison between two unlike things using *like* or *as*. A *metaphor* is an extended comparison between two unlike things.

Look through *The Oregonian* for examples of analogy, simile or metaphor used in this week's editorial cartoons. Write what two unlike things are being compared on the line to the left. Your teacher may ask you to attach the cartoons you have chosen. Then explain what is being compared on the right.

Cartoonist

Title

Subject

What are the two unlike things being compared?

In what way are the two things alike?

Cartoonist

Title

Subject

What are the two unlike things being compared?

In what way are the two things alike?

Cartoonist

Title

Subject

What are the two unlike things being compared?

In what way are the two things alike?

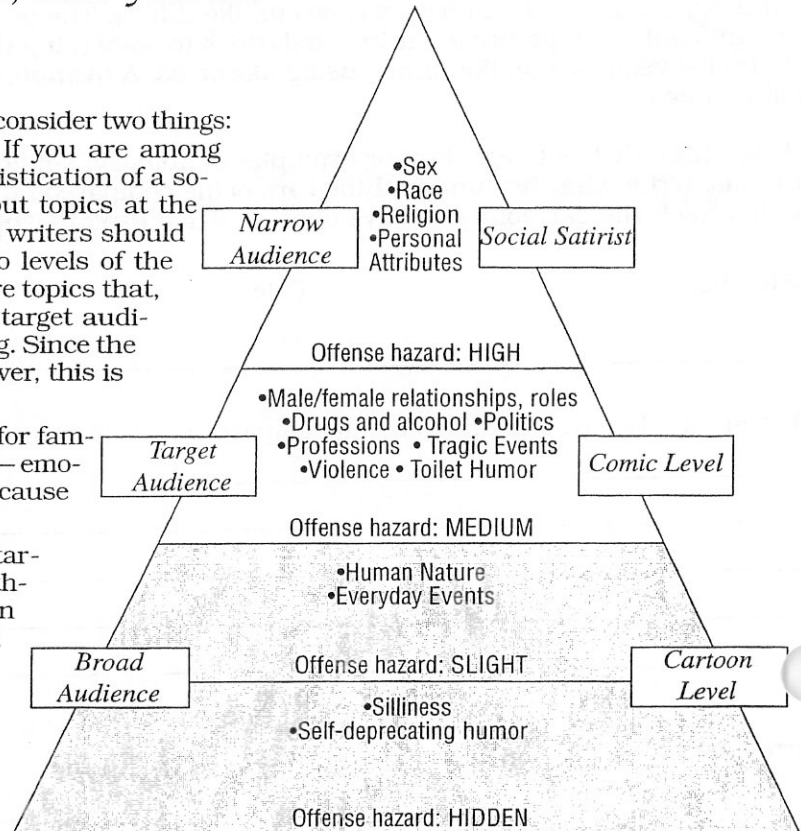
The humor triangle

Know what your humor is about, who you are telling it to, and why..

THE HUMOR TRIANGLE

When writing a humor column for print, consider two things: your audience and your comic ability. If you are among family and friends or you have the sophistication of a social satirist, you can probably joke about topics at the top of the pyramid and not offend. Most writers should stay in the safe zone — the bottom two levels of the pyramid. In the middle of the pyramid are topics that, when presented at the comic level to a target audience, can be humorous without offending. Since the school audience is broad in scope, however, this is risky.

- Level 1 **SOCIAL SATIRIST** — Appropriate only for family and friends. These are fighting words — emotionally charged topics that fuel hate and cause violence and/or death.
- Level 2 **COMIC LEVEL** — Appropriate only for a target audience. These are meddling-in-other-people's-business words. Depending on who, what, when, where, why and how, these topics can be emotionally charged.
- Level 3 **CARTOON LEVEL** — Appropriate for a broad audience. Human nature and everyday events are fair game, as well as highlighting the characteristics we all share.
- Level 4 **CARTOON LEVEL** — Appropriate for a broad audience. When you poke fun at yourself or are just being silly for the sake of silliness, you don't have to worry about offending others because you have no targets.



PRE-PERFORMANCE HUMOR CHECKLIST

1. WHO are the actual or symbolic targets of your humor? Are these truly things to laugh at in your setting?
2. WHAT is the rating of your humor? (G? PG-13? R? M?) Is the rating appropriate for the setting and audience?
3. Does humor perpetuate hurtful stereotypes regarding race, ethnicity, gender, age, religion, sexual orientation, disability or socio-economic condition?

Joe Fenbert spent several years researching humor and separating it into levels. Originally developed to assess the appropriateness of assembly skits planned by student government leaders in Washington, it also provides a method for student editors and journalists to determine the suitability of humor columns for print.

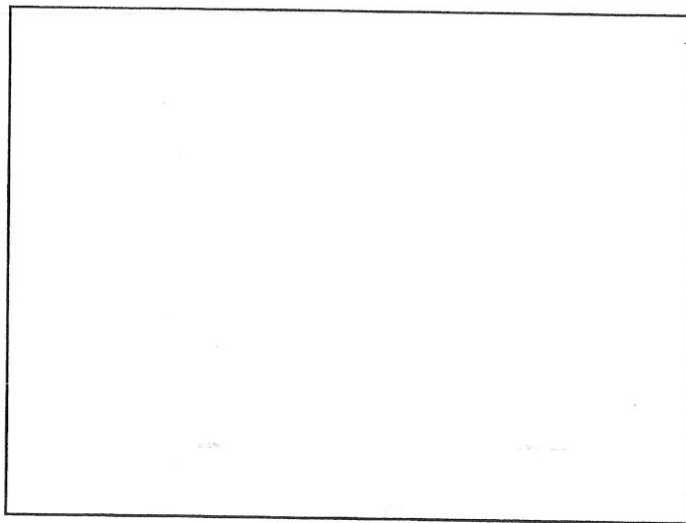
Plan your editorial cartoon

CHECKLIST

- concept clear and original
- one to-the-point message
- good center of visual interest
- perspective gives characters depth
- white space draws reader in
- varied line thickness
- shading adds depth
- words (if present) are readable
- drawn in black ink on full sheet of paper
- most important visual features stand out
- objects are in proportion unless exaggerated for a reason
- action is logical
- uses irony, symbolism and caricature

NAME _____

DATE _____



ROUGH DRAFT

Now it's your turn to create an editorial cartoon. First, you have to have an idea. Which of the themes interests you?

What subjects do you know a lot about? Make a short list and choose one idea to develop further.

My opinion about this subject now is:

In contrast, I know others think:

Some good symbols for my subjects are:

Some funny things I can exaggerate are:

So readers will understand my opinion, I want the reader to look at my cartoon and think:

The words in my cartoon will say:

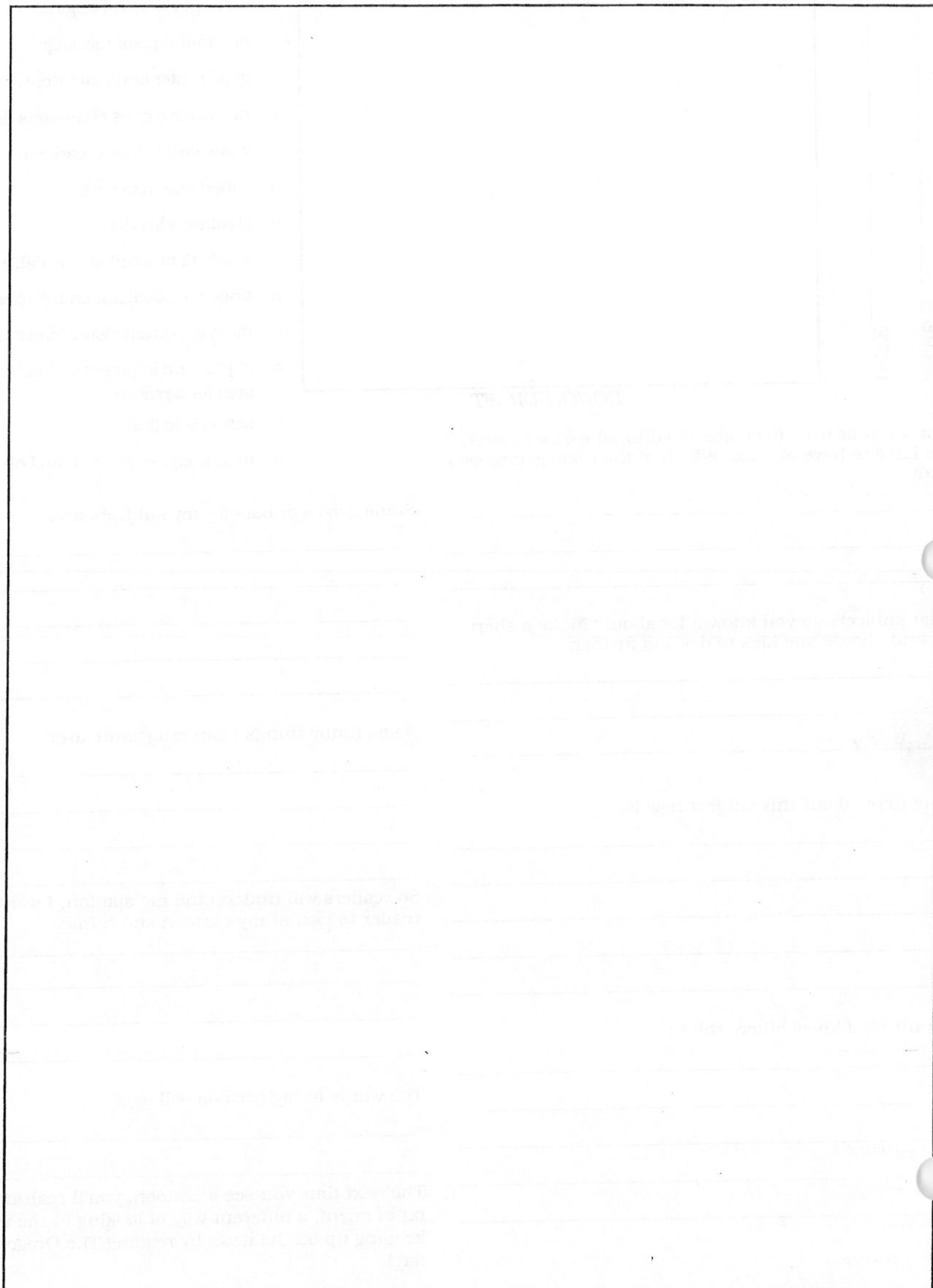
The next time you see a cartoon, you'll realize it takes a bit of talent, a different way of looking at the world, and keeping up on the news by reading The Oregonian every day!

Your editorial cartoon

FINAL DRAFT

NAME _____

DATE _____

A large rectangular box with a thin black border, intended for drawing an editorial cartoon. The box is empty and occupies the central portion of the page.