Welcome to La Misa Baby! By Migguel Anggelo

Add on activity after you see the show

Age range: High School
Time: 35-60 minutes

Materials: (All included on our website)
1. Diversionary website with our education materials for this show
2. Monologue worksheet
3. Sample monologue sheet

Lesson Objectives:
● Adapt a memory, or future moment, into a monologue
● Understand monologue structure and techniques by using an excerpt from the show,
● Use literary and dramatic elements to enhance the writing

Theatre Literacy Vocabulary: monologue, exposition, rising action, climax, direct address, character, setting, objective, adaptation, point of view,

Arts standards: Prof.TH:Cr2, Adv. TH:Cn10, Adv.Th:Cn11.1, Prof.Th:Cn11.2

Monologue based on your experience 20-30 min

Students will have an opportunity to think of a moment from their life or community and adapt it into a monologue. In the same way Migguel Anggelo wrote Welcome to La Misa Baby as a response to the Pulse Nightclub Shooting.
1. See the show *Welcome to La Misa Baby*

2. **Idea Generation**
   a. As a class, make a list of themes from the show: *Welcome to La Misa Baby* and include any others that resonate with them. Here are some examples:
      i. Community (*What issues do you face in your community?*)
      ii. LGBTQ culture
      iii. Gun Violence
      iv. Love
      v. Who do you want to be in this world?
      vi. Inclusion / exclusion
      vii. Uniqueness / individuality
      viii. How you feel about the current state of affairs of your community / country
      ix. How does a community heal from a tragedy?

3. **Pass out the monologue template worksheet**
   a. Explain to students that you will now read through the sample monologue provided. Have them keep an eye out for:
      i. How is this different than a story?
      ii. What theatrical techniques can you spot?
      iii. What is the character Tomas's point of view?
      iv. What do you think he wants from the audience?
   b. Read the sample monologue
   c. Answer the questions at the end of the sample monologue as they connect to their worksheet.

4. **Students brainstorm a moment** or memory that connects to one of the themes and write them down. It can also be a moment in the future that has not yet happened.
   a. Students select a memory or moment they would like to focus on.
      i. Encourage them to pick a moment they have an honest emotional connection with.
      1. Depending on the issue, they can create a monologue to speak directly to an issue in their community or school.

5. **Students turn it into a piece of theatrical text**
   i. Think of who this character is?
   ii. Are they alone, or who are you speaking to?
iii. What is your objective *(What do you or your character want)* in speaking these words?

iv. Think of the moment before you speak, are you responding to something or someone?

v. How do you want the audience to feel?

vi. Use your imagination to fill in where you are, your emotional state, how this may change through your piece.

b. Some tools to help theatricalize:

i. Good structure
   1. Beginning
   2. Middle
   3. Moment of clarity / ending

ii. Exaggeration / artistic license

iii. Use humor

iv. Using multiple characters
   1. Change your voice
   2. Voice and rhythmic choices of different characters
   3. Sound effects
   4. Creating the space
      a. Describe the setting and give details

6. Students take time to write out their monologue
   a. Aim for a monologue that is about 1-2 min.

**Share your work**

1. Students will turn and share their monologue with another student
   a. Encourage them to use drama to embody the characters
      i. Think of the style of *Welcome to La Mlsa Baby*
      ii. Character physicality
      iii. Vocal choices
      iv. Gestures
   2. The take turns sharing
   3. Look for a volunteers to share with the whole class

**Reflection**

1. Students will reflect on the process they just went through
2. Possible reflection questions:
a. How was that for you to adapt an idea into a monologue?
b. How can this turn into a moment of activism?
c. What was challenging about this activity for you?
d. Are there any stories from your community or your school that NEED to be told?