

# DIVERSIONARY

*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

10 min

- 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 Misa 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

5 min

- 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?