

Elsabeth Hepworth's Notes on Romeo & Juliet – Act 2

Characters and Scenes (In sequential order)

ACT II SCENE 1 – *Outside Capulet's Mansion*

Romeo's friends jest with each other while they consider where Romeo may have gone to after the party. The scene is filled with Mercutio's lewd jokes as he imagines Romeo with Rosalind – which could juxtapose the profound love Romeo now has found for Juliet.

Romeo
Benvolio
Mercutio

*Romeo, Humors! Madman! Passion! Lover!
Appear thou in kindness of a sigh,
Speak but one rhyme and I am satisfied.*
-Mercutio (II.1.7-9)

ACT II SCENE II – *Capulet's Orchard (balcony scene)*

The most popular scene in the entire play. Romeo and Juliet express their love for one another and vow to be married the following day.

Romeo
Juliet
Nurse

*O Romeo, Romeo, wherefore art thou Romeo?
Deny thy father and refuse thy name;
Or if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet*
-Juliet (II.2.33-36)

ACT II SCENE III – *Outside Friar Lawrence's Cell*

The scene where we meet Friar Lawrence, a man that plays an essential role in the play and what eventually happens to both Romeo and Juliet. In this scene, Romeo confides in the Friar, and despite Friar Lawrence's initial concern for Romeo's haste, consents to marry the couple that evening.

Friar Lawrence
Romeo

*Two such opposed kings encamp them still
In man as well as herbs, grace and rude will;
And where the worser is predominant,
Full soon the canker death eats up the plant.*
-Friar Lawrence (II.3.27-30)

ACT II SCENE IV – *A Street in Verona*

According to the Cambridge School Shakespeare book, portions of this scene are often cut from the play, as many of the lewd jokes, banter and the song Mercutio sings during the scene no longer resonate with a modern audience. This scene does add nuance to the nurse's character when she interacts with both Mercutio and Romeo (a stark contrast regarding their treatment of her).

Mercutio
Benvolio
Romeo
Nurse
Peter

Alas, poor Romeo, he is already dead, stabbed with a white wench's black eye, run through the ear with a love-song, the very pin of his heart cleft with the blind bow-boy's butt-shaft; and is he a man to encounter Tybalt?"

-Mercutio (II.4.13-16)

ACT II SCENE V – Capulet’s Mansion

The scene between Juliet and the Nurse. An eager Juliet awaits the news Romeo has sent with the Nurse. Shakespeare purposefully added suspense to the scene by the nurse prolonging the news with complaints of her body aches and pains.

Juliet
Nurse
Peter

Nurse: *Have you got leave to go to shrift today?*

Juliet: I have”

Nurse: *“Then hi you hence to Friar Lawrence’ cell,
There stays a husband to make you a wife.*

(II.5.65-68)

ACT II SCENE VI – Friar Lawrence’s Cell

Friar Lawrence marvels on love’s effect as they await Juliet’s arrival. Scene VI ends without including the actual wedding ceremony.

Friar Lawrence
Romeo
Juliet

*These violent delights have violent ends,
And in their triumph die like fire and powder,
Which, as they kiss, consume.*

-Friar Lawrence (II.6.9-11)

*Come, come with me, and we will make short work,
For by your leaves, you shall not stay alone
Till Holy Church incorporate two in one.*

-Friar Lawrence (II.6.35-7)

Activities to Help Students Understand Act II:

BE AS PUNNY AS MERCUTIO: A pun is a figure of speech that plays on the multiple meaning of words.

Shakespeare used puns in his plays and poems all the time. Brainstorm a list of at least 10 words that have more than one meaning. Then, write a sentence for each word that uses it as a pun.

OMG ROMEO, LOL: Read the original balcony scene between Romeo and Juliet. Then rewrite part of their conversation as if it took place via text message.

WHO IS THIS FRIAR LAWRENCE GUY: Have students fill out a Friar Lawrence meme that shows the many roles he plays for the young couple in the story. Students would be assigned to pick the corresponding pictures after a class discussion of his roles.



YOU’RE INVITED TO THE MOST CONTROVERSIAL WEDDING OF THE SEASON: As you can see at the end of Act II Scene 6, Shakespeare never writes a wedding scene for Romeo and Juliet. Write the scene for their wedding as if you’re a fly on the wall – you can try Shakespeare’s verse or take a modern creative spin and pretend you’re a wedding planner. What are they wearing? Did they write their own vows? *-Just remember the circumstances of their marriage while writing.*

Elisabeth Hepworth's Shakespeare Unit
9th or 10th grade general English course, 28 students

Iowa Core Curriculum Standards				
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine the meaning of words and phrases as they are used in the text Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create effects Analyze a particular point of view or cultural experience reflected in a work of literature from outside of the US Draw evidence from literary text to support analysis, reflection and research Initiate and participate effectively in a range of collaborative discussions with diverse partners 				
KUDs				
<p>Students will <i>know</i> ...</p> <p>the characters, basic plot line and major themes of Romeo & Juliet</p> <p>the structure of Shakespearean drama</p> <p>a variety of strategies to understand Shakespearean language (video clips, modern adaptations, etc.)</p>				
<p>Students will <i>understand</i> ...</p> <p>that themes embedded in Shakespearean plays can still relate to contemporary times</p> <p>that Shakespeare was a master at wordplay and storytelling and deserves to be studied and appreciated</p> <p>that references from Shakespeare plays abound, even today</p> <p>that knowing Shakespeare provides us with cultural capital and helps us understand societal mores</p>				
<p>Students will be able to <i>do</i> ...</p> <p>submit work that analyzes important characters and themes from the play.</p> <p>complete a variety of creative projects in a collaborative environment.</p> <p>work together to translate into their own words important passages from the play .</p>				
Calendar Overview				
Day 1	Day 2	Day 3	Day 4	Day 5
<p>ACT II SCENE I</p> <p>Provide Summary in Class</p> <p>Mini Lesson on Puns: PowerPoint on puns and Slang Students complete group</p> <p>Handout "Be as Punny as Mercutio"</p> <p>Homework: Google "Balcony Scene" ACT II SCENE II</p>	<p>ACT II SCENE II</p> <p>Read scene together in class</p> <p>Dissecting Shakespeare's words in groups Handout: "What the Heck Does this Mean?"</p> <p>Handout - translating balcony scene to text message – OMG ROMEO LOL</p> <p>Homework: ACT II SCENE III</p>	<p>ACT II SCENE III</p> <p>Read Friar Lawrence monologue aloud.</p> <p>Watch Luhrmann & Carlei adaptations</p> <p>Handout: Friar Lawrence – "Who is this Guy?"</p> <p>Homework: ACT II SCENE V</p>	<p>ACT II SCENE V</p> <p>Summarize scene IV Read scene together in class</p> <p>Watch Luhrmann and West Side Story adaptations</p> <p>Handout: "Who is your Nurse?"</p> <p>Homework: Prediction of R+J Wedding ACT II SCENE VI</p>	<p>ACT II SCENE VI</p> <p>Read scene together in class</p> <p>Watch Luhrmann and Carlei Wedding Adaptation</p> <p>Handout: "You're Invited to the Most Controversial Wedding of the Season"</p> <p>Homework: ACT III SCENE I</p>

ROMEO & JULIET ACT II SCENE I: TEACHER'S LESSON PLAN

*Throughout the entire Romeo & Juliet unit, students are placed in assigned permanent groups of 3-4. The goal of these groupings is to help students establish a community as they read Shakespeare's *Romeo and Juliet*.

PRE-READING FOR ACT II SCENE I:

ACT I Recap:

- Ask the students what happened at the party?
- What characters have we met?
- How do you think they will interact with one another in the next scene?

With their group members, invite students to look at ACT II Scene I. We see the setting is *Outside Capulet's Mansion*. In groups, have them discuss:

- based on the setting and what you know, what do you know about the mood of Scene I?
- consider the characters – what do you imagine their interactions would be like based on the fact that there are three men standing outside Juliet's home?

ACT II SCENE 1 – SUMMARY

Romeo's friends joke with each other while they consider where Romeo may have gone after the party. The scene is filled with Mercutio's lewd jokes as he imagines Romeo with Rosalind – which could be purposeful to play against the profound love Romeo has found for Juliet.

- Who are the characters in this scene? (Romeo, Benvolio, Mercutio)
- Were there any lines or quotes that stuck out to you in this scene?

MINI LESSON ON PUNS:

POWERPOINT: *BE PUNNY LIKE MERCUTIO: HOW SHAKESPEARE USES PUNS AND WHAT THAT WOULD LOOK LIKE TODAY*

*When showing the PowerPoint, please refer to the numbered descriptions below:

2. Definition of a Pun: a figure of speech that plays on the multiple meanings of words
3. Show images (Over hanging on the wall = NOTHING LASTS FOREVER, Four chairs in a row = LOVE SEAT, etc.). Based on the definition I provided, how are these pictures demonstrating puns?
4. Shakespeare uses puns for cheap laughs: Explain that a lot of what they were assigned to read the night before was actually very vulgar (dirty). Shakespeare uses puns to make people laugh at inappropriate things without coming out and saying them directly. Ask students what kinds of words with double meanings would make it into Shakespeare's plays today?

Introduce teenage slang:

5. GRIND – used to express you are in the process of doing something difficult
6. CHIRPED – Getting called out by someone, the act of being put in one's place

7. SWERVE – used as an exclamatory word to emphasize a statement. Can be used at the beginning or the end of a sentence.
8. What does this have to do with Romeo & Juliet?
 - a. Why do you think Shakespeare has Mercutio talk this way?
 - b. How does this change the mood of the play?

PASS OUT “BE AS PUNNY AS MERCUTIO” HANDOUT:

- Have students work in their Shakespeare groups to find 10 words with double meanings. From there, the group will pick three of these words to illustrate and use in a sentence that demonstrates the double meaning of the word.
- Walk around the classroom. Make sure students realize that both definitions of the word must work in the sentence for it to be a pun – but of course, one can have a deeper or funnier meaning than the other.
- At the end of the class period, have students hand in their Mercutio handout with all their names on the top.

FOR HOMEWORK:

- Ask students to Google “balcony scene” on the internet – watch a few clips and be prepared to share your Shakespeare-related findings with the class.
- Students should read/look over or refer to *No Fear Shakespeare* for Act II Scene II

NAMES: _____

GROUP NUMBER: _____

DATE: _____

Be As Punny as Mercutio – ACT II SCENE I

WHAT IS THE DEFINITION OF A PUN? _____

BRAINSTORM A LIST OF WORDS THAT HAVE MORE THAN ONE MEANING:

1. _____

DEFINITIONS: _____

2. _____

DEFINITIONS: _____

3. _____

DEFINITIONS: _____

4. _____

DEFINITIONS: _____

5. _____

DEFINITIONS: _____

6. _____

DEFINITIONS: _____

7. _____

DEFINITIONS: _____

8. _____

DEFINITIONS: _____

9. _____

DEFINITIONS: _____

10. _____

DEFINITIONS: _____

PICK THREE OF YOUR FAVORITE WORDS FROM THE FRONT OF THE PAGE. WRITE A SENTENCE AND PROVIDE A PICTURE THAT USES OR INCLUDES THE WORD AS A PUN:

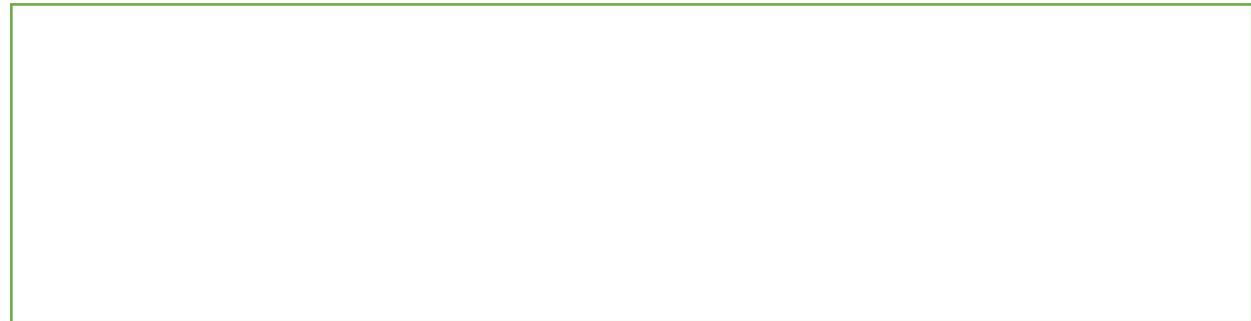
SENTENCE 1: _____



SENTENCE 2: _____



SENTENCE 3: _____



ROMEO & JULIET ACT II SCENE II: TEACHER'S LESSON PLAN

PRE-READING FOR ACT II SCENE II:

Begin by asking students if they had any questions or initial comments about this particular scene. From there, begin preliminary group discussion to gauge how well the students understood or are acquainted with the balcony scene of Romeo and Juliet.

- When you think of the Romeo & Juliet balcony scene, what do you think of?
- In groups, ask students to make a list of the most important parts of this scene. Note them in order on the board.
- Who are the main characters?
- Has the setting really changed from Act II Scene 1? How do you know?
- From what you read last night, do you think Romeo & Juliet are really in love? Why or why not?
- Inform students that this is the most well-known scene in the entire play. Romeo and Juliet express their love for one another and vow to be married the following day.

DURING READING: "ACT IT OUT" ACTIVITY:

- Read Romeo's lines out loud. Have students in the class silently do the "echoing activity" from verses 1-32 (p. 52), pointing up with their index finger whenever Romeo says words that have anything to do with light, brightness, eyesight, or anything overhead.
- Have four students, (two from GROUP 1, and two from GROUP 3) take turns reading the lines from verses 33-113 (two students reading Juliet's lines in chorus, two reading Romeo's lines etc.).
- Students should give their best effort with words - it doesn't matter if they stumble over them. Stop intermittently to clarify or provide insight.
- Facilitate acting by offering stage directions and asking for insight from the entire class.
- Explain that the does not end until Romeo and Juliet say good night to each other numerous times. Juliet also leaves and comes back again numerous times to keep the Nurse from bothering them.

AFTER READING:

PASS OUT "WHAT THE HECK DOES THIS MEAN" HANDOUT:

Distribute one copy to each group and have them work together to complete the first side of the sheet.

- While they are completing the sheet, have students consider why some editions of the play have modern "translations" next to the original text. What's helpful about this, and what might be a problem with this?
- Circle the classroom to answer any questions or provide clarification when necessary.

ACTIVITY OMG ROMEO, LOL:

When completing this activity, have students consider the original balcony scene between Romeo and Juliet. Then rewrite part of their conversation as if it took place via text message.

Remind students to ponder and include the following:

- Use Act II, Scene 2 as their guide while writing (the conversation should mirror action and sequence of the scene).
- Who texts who first?
- How many times do they say good bye?
- How do you include the nurse?
- Remember, text messages are usually short.
- Feel free to use abbreviations and omit parts of the scene if you don't think they're important.

When students have finished the activity, make sure they write their group names at the top of the sheet and hand it in.

FOR HOMEWORK:

Students should read/look over, or refer to *No Fear Shakespeare* for Act II Scene III

What the Heck Does This Mean? – ACT II SCENE II

WHEN EXPLAINING THESE QUOTES, TRY TO PROVIDE A TRANSLATION FOR THE QUOTE, BUT THINK OF THE MEANING BEHIND IT. WHY IS THE QUOTE IMPORTANT? WHAT DOES IT TELL ABOUT THE PERSON SPEAKING IT? WHAT DOES IT SAY ABOUT THE LOVE BETWEEN ROMEO AND JULIET?

1. ROMEO: "He jests at scars that never felt a wound" (II.2.1) (HINT: think about what was going in our last scene. Who's "he"?):

2. JULIET: "Deny thy father and refuse thy name; Or if thou wilt not, be but sworn my love, And I'll no longer be a Capulet. (II.2.33-36):

3. JULIET: "'Tis but thy name that is my enemy;" (II.2.38):

4. JULIET: "Fain would I dwell on form, fain, fain deny what I have spoke, but farewell compliment" (II.2.88-9):

5. JULIET: "I have no joy in this contract tonight" (II.2.117):

6. JULIET: "If that thy bent of love be honourable, thy purpose marriage, send me word tomorrow" (II.2.143-4):

Questions to Consider:

How many times do Romeo and Juliet say good night to each other? Why? _____

What role does the nurse play in this scene? Do you think Romeo and Juliet are annoyed? _____

Why do both Juliet and Romeo express doubt or reluctance about their love? Do you think they should feel doubt? Why or why not?

OMG ROMEO LOL

So let's say that that Romeo and Juliet happened today. They met each other at a party and exchanged phone numbers. What would their text message thread look like? Keep in mind, they're not much older than you are right now. **(If you need more space, use the back of this paper or staple your work to this worksheet).**

- Use Act 2 Scene 2 as your guide.
- Who texts who first?
- How many times do they say good bye?
- How do you include the nurse?
- Remember, text messages are usually short.
- Feel free to use abbreviations and omit parts of the scene if you don't think they're important.

ROMEO & JULIET ACT II SCENE III: TEACHER'S LESSON PLAN

PRE-READING FOR ACT II SCENE III:

- Begin by asking students what they think about Romeo and Juliet planning to get married – considering they are nearly the same age as the students.
- 5 MINUTE FREE WRITE: If you couldn't tell your parents something, who would you tell? Do you have anyone like Friar Lawrence in your life?

ACT II SCENE III – *Outside Friar Lawrence's Cell*

The Facts:

- This is the scene where we meet Friar Lawrence,
- This man plays an essential role in the play and what eventually happens to both Romeo and Juliet.
- In this scene, Romeo confides in the Friar about his love for Juliet
- Despite Friar Lawrence's initial concern for Romeo and Juliet's quick plans, he consents to marry the couple that evening.

The Characters: Friar Lawrence, Romeo

DURING READING:

Read Friar Lawrence's monologue out loud to the class. Afterwards, ask students how they imagine Friar Lawrence.

- What is a friar?
- How old do you think he is?
- Is he well-educated?
- How do you think he spends his free time?
- Do you think he can be trusted?
- What would Romeo and Juliet's parents think of him?

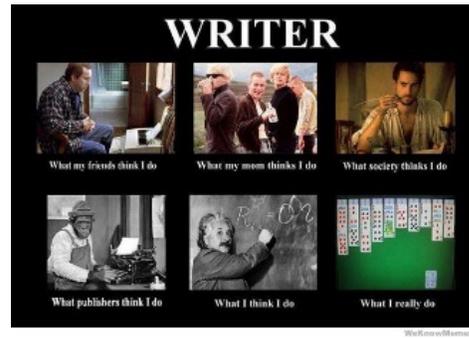
Show clips from Act II Scene III from the movies below. Invite students to read along in their books. Take note of what lines the directors chose to omit. Were they important? Why or why not?

- **Show Baz Luhrmann's rendition of Act II Scene III:** <http://megashare.info/watch-romeo-and-juliet-online-TXpRME1RPT0> (43:20 to 47:27)
- **Show Carlo Carlei's rendition of Act II Scene III:** <http://megashare.info/watch-romeo-and-juliet-online-TnpRNE5nPT0> (32:49 to 35:38).

AFTER READING:

PASS OUT "WHO IS THIS FRIAR LAWRENCE GUY?" HANDOUT: Have students fill out a Friar Lawrence meme that shows the many roles he plays for the young couple and the characters in the story. In groups, students can either write or use magazine clippings to illustrate who he is.

If students have never seen a meme like this before, feel free to show them these examples:



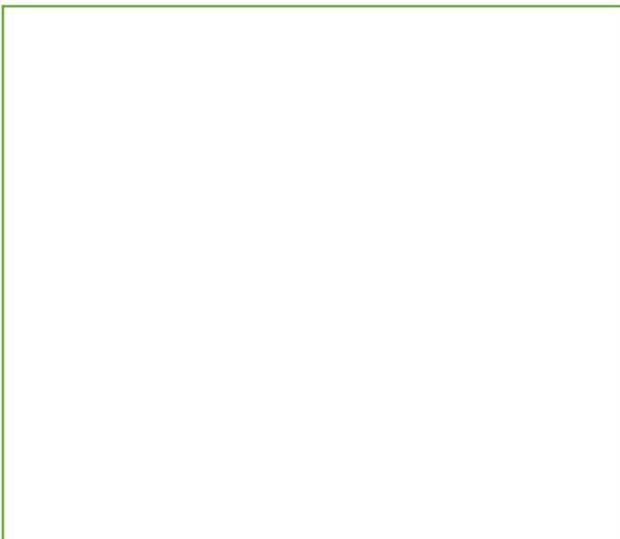
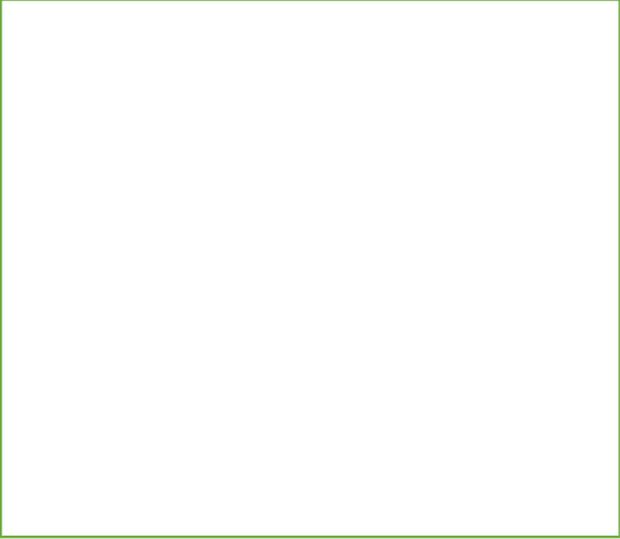
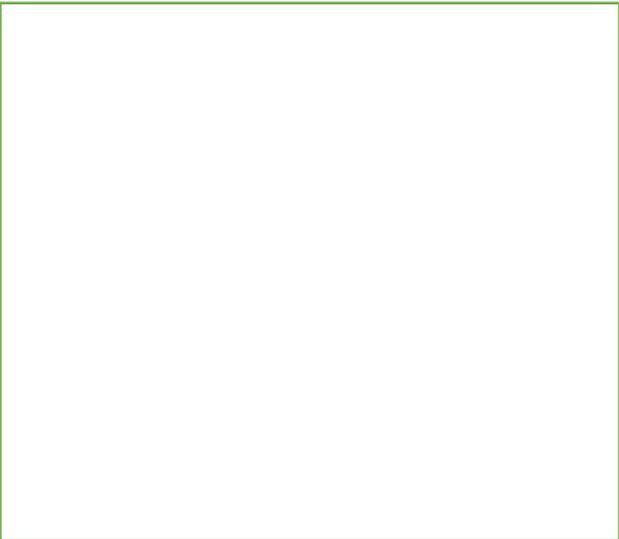
FOR HOMEWORK:

Students should read/look over or refer to *No Fear Shakespeare* Act II Scene V and VI (act IV optional)

FRIAR LAWRENCE – ACT II SCENE III



What Juliet Thinks I Do



ROMEO & JULIET ACT II SCENE V: TEACHER'S LESSON PLAN

SO HERE'S WHAT YOU PROBABLY DIDN'T READ:

ACT II SCENE IV

(Side note: according to the Cambridge School Shakespeare book, portions of this scene are often cut from the play, as many of the lewd jokes, banter and the song Mercutio sings during the scene no longer resonate with a modern audience.)

- The nurse comes to visit Romeo and find out if Romeo is worthy of Juliet's hand in marriage.
- When she meets with Romeo, he is with Mercutio and Benvolio – both of whom cannot stand Capulets. They make fun of the nurse openly.
- Romeo tells the nurse that if Juliet meets him at the church later that evening, he will marry her.

Alas, poor Romeo, he is already dead, stabbed with a white wench's black eye, run through the ear with a love-song, the very pin of his heart cleft with the blind bow-boy's butt-shaft; and is he a man to encounter Tybalt?"

-Mercutio (II.4.13-16)

MEANWHILE, BACK AT THE CAPULET MANSION...INTRODUCE ACT II SCENE V

PRE-READING:

The scene is between Juliet and the Nurse. Juliet is VERY anxious to find out what news Romeo has sent with the Nurse.

- How does Shakespeare show how anxious Juliet is? (pacing back and forth, speaking breathlessly)
- What do you think the nurse looks like? (struggles to get comfortable, unpleasant and uncomfortable look on her face)

Show Baz Luhrman's rendition of Act II Scene III: <http://megashare.info/watch-romeo-and-juliet-online-TXpRME1RPT0> (51:36 to 53:40)

DURING READING: "ACT IT OUT" ACTIVITY:

Throughout the R&J unit, everyone will have at least one "opportunity" to act out a portion of a scene from the play. I usually keep track of their participation by pulling their names out of a hat. For this scene, have students nominate a new member from groups 3 and 1 to act a portion of the play (remember to take their names out of the hat).

- Have two students read the lines from verses 21-77. Tell students to give their best effort with words. It doesn't matter if they stumble over them.
- Ask the students to give the actors advice. How can you show feelings of nervousness and anxiety? What would that look like on the stage?
- Provide a chair or desk as a prop and let students use it whenever they feel the script calls for it to be used.
- How do the Nurse and Juliet leave each other at the end of the scene?

AFTER READING:

In a modern version of Romeo and Juliet, who do you think the nurse would be? Think of who you would feel comfortable sharing gossip and secrets with. Is it a friend? A sibling? How would the story change if the nurse was the same age or just a little older than Juliet?

Show West Side Story relationship between Maria (Juliet), Tony (Romeo) and Nita (Nurse): <http://vimeo.com/movies/1770-west-side-story-1961.html> (87:01-89:19).

PASS OUT "WHO IS YOUR NURSE?" HANDOUT: This is a group writing project where each group makes up a modern-day version of the nurse in Romeo and Juliet. Inform them that they can either start with the questions at the bottom to jumpstart creativity or end with them to add depth to their relationship.

FOR HOMEWORK:

Ask students to start thinking about what this wedding might look like. Before reading/looking over/ reviewing ACT II SCENE VI, write 3-4 sentences on what you think Romeo and Juliet's wedding will look like and who will be there. Be prepared to hand this in at the beginning of class.

WHO IS YOUR NURSE?

With your group, rewrite a modern script between Juliet and her "Nurse." Write a comic strip or a conversation thread below that follows the dialogue and tension we just witnessed in ACT II SCENE V. (If you need more space, use the back of this paper or staple your work to this worksheet).

Things to keep in mind:

- Where does this conversation take place (classroom, hallway, someone's house, gchat)?
- Is one character older than the other?
- Remember to include tension between the characters!

Questions to Jumpstart or add depth to your Comic Strip or Conversation Thread?:

How does your "Nurse" meet Juliet? _____

Who does "the Nurse" need to keep the secret from? "Juliet's" parents? friends? Siblings? _____

What would happen if the secret got out? Who would be affected? _____

ROMEO & JULIET ACT II SCENE VI: TEACHER'S LESSON PLAN

PRE-READING:

Ask students to pull out their individual reflections from the night before describing how they imagined Romeo and Juliet's wedding.

After reading/looking over or reading *No Fear Shakespeare* Act II Scene VI, ask students:

- Where you correct with your predictions?
- Who was at the wedding?

Have students turn in their individual reflections on the wedding ceremony

If students **haven't** already corrected you, inform them that Shakespeare **never** wrote a wedding ceremony for Romeo and Juliet. We never actually see the couple getting married. We just know they both show up at the church with Friar Lawrence and talk about how much they love each other.

DURING READING: "ACT IT OUT" ACTIVITY:

Throughout the R&J unit, everyone will have at least one "opportunity" to act out a portion of a scene from the play. I usually keep track of their participation by pulling their names out of a hat. For this scene, have students nominate a new member from groups 3 and 1 to act a portion of the play (remember to take their names out of the hat).

- Assign a Romeo and Juliet by drawing from the hat.
- As the teacher, assume the role as Friar Lawrence
- Stand between Romeo and Juliet and take turns delivering lines.

QUESTIONS TO CONSIDER WHILE READING:

- What words of advice does Friar Lawrence give Romeo & Juliet before he marries them?
- How do we know that these verses in the play aren't actually Friar Lawrence marrying Romeo & Juliet? (Students should answer by pointing out the very last lines in the scene where Friar Lawrence invites the two to follow him and he'll perform the ceremony)

After Reading:

Explain that many movies have depicted the wedding ceremony in Romeo & Juliet – even though there isn't one in the movie.

- Show Baz Luhrman's rendition of Romeo & Juliet's wedding: <http://megashare.info/watch-romeo-and-juliet-online-TXpRME1RPT0> (53:47)
- Show Carlo Carlei's rendition of Romeo & Juliet's wedding: <http://megashare.info/watch-romeo-and-juliet-online-TnpRNE5nPT0> (42:50)

How do these two version differ from each other? Which one seems more realistic? Which one did you envision when you wrote your idea of what the wedding looked like?

PASS OUT THE "YOU'RE INVITED TO THE MOST CONTROVERSIAL WEDDING OF THE SEASON" HANDOUT: Students are to use the remainder of the period writing about the wedding between Romeo and Juliet. Make sure student know they have creative liberty to make the wedding modern, but **MUST REMEMBER** the circumstances of the marriage (i.e., it's secret, Friar Lawrence and the couple are the only three people present, their family cannot find out that they are together, etc.).

YOU'RE INVITED TO THE MOST CONTROVERSIAL WEDDING OF THE SEASON

As you can see at the end of Act II Scene 6, Shakespeare never writes a wedding scene for Romeo and Juliet. Write the scene for their wedding as if you're a fly on the wall – in your group, you can pick between these two options:

1. Try Shakespeare's verse and add a wedding scene to *Romeo and Juliet*
2. Take a modern, creative spin and pretend you're their free wedding planner (-let's face it, they didn't have any time or money to hire you). What are they wearing? Did they write their own vows? How did they celebrate afterward?

-Just remember the circumstances of their marriage while writing!

Questions to Contemplate while Writing your Scenes/ Planning your Wedding:

Have you ever heard of a Romeo and Juliet-themed wedding? Why does that seem odd? _____

If you were Friar Lawrence, would you invite Romeo and Juliet for dinner? Where would you eat? _____

Will there be a honeymoon? _____
