OBJECTIVE
To help students become more proficient in the translation process.

WHAT TO DO
1. Have students select lines from *Twelfth Night* to perform before the class. Working in pairs, they are to:
   - Translate the lines into theatrical ASL.
   - Focus on facial expressions and body language so the intent of the lines is conveyed appropriately.
   - Seek constructive feedback from partner and/or teacher on translation and delivery.
   - Practice and memorize the lines.
   - Perform in front of the class.
   - Be videotaped for group feedback and discussion.

2. When your class evaluates each performance, you may want to use the following criteria for discussion:
   STAGE PRESENCE
   - Poise
   - Clarity of signs and fingerspelling
   - Pace
   - Use of space
   CONTENT
   - Lines memorized in their entirety
   - ASL translation in keeping with the original intent
   THEATRICAL ASL
   - Use of appropriate ASL register for the character and stage
   - Sign choice analysis
   - Facial expressions
   - Staying in Character (i.e. evidence of stature in play)
   - Embellishments (use of drama to convey meaning)
   - Flow
   - Mood

3. Have your students compose a page of reflection on the experience:
   - How difficult was the process?
   - What had to be considered?
   - What has the student gained from the experience?