



# ASL SHAKESPEARE PROJECT

## LESSON PLAN 2: ASL Syntax

SECTION The Project; SUBSECTION Process; MOVIE 2 (Translation Process)

### OBJECTIVE

Students will become familiar and proficient with sentence/sign order and time & temporal aspects in both ASL and English.

### WHAT TO DO

1. Begin by showing and comparing English and ASL (glossed) sentences. For example,

English: I go to the gym every Sunday after breakfast.

ASL: SUNDAY BREAKFAST FINISH ME GO GYM.

Also discuss how facial expressions and body language show duration, speed, regularity, and so forth.

2. Show clips from the play where the actors show clear translations (with structures shifted in the process from English to ASL) or show any page on the website under the Shakespeare section. Have students compare the English version on the right hand side of the page with the actual translation into ASL on the left (in movie format).
3. Throw out several basic English sentences and have students work on these in small groups. The groups are to present both English and ASL (glossed) sentences on the board, for the entire class' benefit. Each group member is to sign the ASL version.
4. Then, going backwards, sign a new ASL sentence, consisting of time/temporal aspects, for each group to translate into English.