

## The Da Vinci Code- Symbols

### Pre-Show Activity

#### Drawing Key Moments

##### Goals:

- Students will explore the meanings of various symbols.
- Students will create a story utilizing given symbols.
- Students will design a symbol that reflects their identity and personality.
- Students will deepen their interpretation skills using Artful Thinking

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

#### Materials Needed

- Symbol cards (can create your own or use the ones provided)
- Pencils, pens, or sketch materials
- Crayons, markers, colored pencils (optional)
- Digital tools for symbol creation (e.g., Canva, drawing apps; optional)

#### Introduction

Begin with a discussion of **symbol, symbolism, and symbology**:

- **Symbol:** A mark or character used as a conventional representation of an object, function, or process.
- **Symbolism:** The use of symbols to represent ideas or qualities.
- **Symbology:** The study or use of symbols.

Display famous examples (Apple logo, peace sign, caduceus). Ask: *What do you notice? What do you think it means? What does it make you wonder?* (See–Think–Wonder routine.)

#### Part 1: Symbols Improv (Group Work)

1. Students select 3 symbol cards.
2. In groups, create a short improv scene inspired by those symbols.
3. Encourage brainstorming with **Generate–Sort–Connect–Elaborate**:

- Generate possible meanings for each symbol.
- Sort ideas into categories.
- Connect them into a story.
- Elaborate with details or dialogue.

4. Groups choose how to present:

- Live performance
- Storyboard or comic
- Recorded skit or audio story
- Visual collage with explanation

Sharing Options:

- Perform live for the class.
- Display storyboards/collages in a gallery walk.
- Share recordings digitally.

## Part 2: Create Your Own Symbol (Individual Work)

1. Each student designs a personal symbol to represent their identity.
2. Students may:
  - Draw on paper with pencil or markers.
  - Create digitally.
  - Use collage (magazine cut-outs, words, images).
  - Embody the symbol through gesture or movement.
3. Reflection Routine: **Parts–Purposes–Complexities**
  - Parts: What elements make up your symbol?
  - Purposes: What is each element for?
  - Complexities: What hidden meanings or layers might others see?
4. Students choose how to share their personal symbol:
  - Pair or small group discussion
  - Gallery walk (physical or digital)
  - Whole-class presentation (optional)

## TEKS

### Middle School

#### English Language Arts and Reading, Grade 6-8

5(E)- make connections to personal experiences, ideas in other texts, and society

9(E)- identify the use of literary devices

#### English Language Arts and Reading, Reading (Elective Credit).

6(C)- understand and interpret visual representations.

#### Theatre, Middle School 1

2(F)- create environments, characters, and actions.

#### Theatre, Middle School 2

2(G)- create improvised scenes that include setting, character, and plot.

#### Theatre, Middle School 3

2(C)- create characters, dialogue, and actions that reflect dramatic structure in improvised and scripted scenes, individually and collaboratively;

### High School

#### English Language Arts and Reading, English I-II

1(A)- engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;

#### English Language Arts and Reading, English III-IV

1(A)- engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message

#### English Language Arts and Reading, English I-IV

4(E)- make connections to personal experiences, ideas in other texts, and society;

#### Theatre Level I-II

2(F)- create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

#### Theatre Level III

2(D)- experiment with improvisation and scripted scenes of various styles to portray believable characters;

#### Theatre Level IV

2(E)- create individually or devise collaboratively imaginative scripts and scenarios.

#### Theatre Level I-IV

2(B)- Define, explore, analyze, and demonstrate creativity



