

The Da Vinci Code- Get to Know the Author

Pre-Show Activity

Drawing Key Moments

Goals:

- *Students will research the author(s) of the play*
- *Students will understand the impact an author's work can have*

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

- Access to quick research tools (books, tablets, internet)
- Paper or notebook for notes

Introduction- Meet the Creators

- Using Alley Re-Sourced, introduce students to the authors and playwrights
 - Dan Brown, Rachel Wagstaff, Duncan Abel

Research

- **Step 1: Choose Your Focus**
 - Select one playwright from the list provided. You may choose based on interest, curiosity, or even at random—there's no wrong way to begin.
 - *Tip: Dan Brown will be the easiest person to find information on, and Duncan Abel will be the most difficult*
- **Step 2: Gather Insights**
 - Use at least two different sources (article, video, podcast, website, play excerpt, etc.) to explore your chosen playwright. Capture your findings in a way that works best for you (notes, sketch, voice memo, mind map).
 - Look for:
 - **A Human Connection:** One interesting fact about the playwright's life that stands out to you.
 - **A Creative Contribution:** One major play they wrote.
 - **A Big Idea:** One theme or question that shows up in their work.

Sharing and Feedback

- **Step 4: Share your Learning**
 - Decide how to communicate your discoveries. You may:
 - Write a short paragraph.
 - Create a visual (sketch, collage, graphic).
 - Share aloud with a partner or group.
 - Record an audio or video reflection.
 - Discuss briefly:
 - How might knowing more about an author change how you view their work?
 - You can frame your response as “I used to think _____. Now, I think _____.”

Notes for UDL alignment: Encourage students to share in pairs, small groups, or through written reflection to offer varied ways of participating.

TEKS

Fine Arts- Theatre, Middle School 6-8

5(D) explore career and vocational opportunities in theatre.

High School Levels I-IV

Level I- 1(H) define the roles of and appreciate the collaborative relationships between all artistic partners such as playwrights, composers, directors, actors, designers, technicians, and audience;

4(A)/4(B) relate, analyze, and evaluate historical and cultural influences on theatre;

English Language Arts and Reading, Middle School 6-8

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

12(D) identify and gather relevant information from a variety of sources

12(F) synthesize information from a variety of sources;

English Language Arts and Reading, High School- English I-IV

(8) The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

11(E) locate relevant sources; (F) synthesize information from a variety of sources;