

The Da Vinci Code- First Impressions

Post-Show Activity

Drawing Key Moments

Goals:

- Students will analyze character descriptions from *The Da Vinci Code*.
- Students will identify personal connections and points of interest within these characters.
- Students will engage in Artful Thinking routines to deepen perspective-taking.
- Students will demonstrate their understanding through multiple means of expression.

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

- Character descriptions from Alley ReSourced
- Pencils or pens
- Optional: audio recorders, digital tools, archetype cards

Introduction- Meet the Characters

- Using Alley Re-Sourced, begin with a brief overview of *The Da Vinci Code* (if needed).
- Review the cast of characters and what information students can find in the “Who’s Who” section.
 - On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play.
- Offer multiple ways to access this information:
 - Visual: images and icons to represent archetypes.
 - Textual: character descriptions.
 - Auditory: teacher reads aloud or plays audio summary.
- Encourage students to choose one character to focus on.

Same, Different, Connect, Engage

- This activity allows students to explore the characters in the show. Using the character descriptions and inferences students make, have students answer the following questions.

- Read the character description and discuss the traits and circumstances connected to the character.
 - **Same-** In what ways might this person and you be similar?
 - **Different-** In what ways might the person and you be different?
 - **Connect-** In what ways might the person and you be connected?
 - **Engage-** What would like to ask, say, or do with the person if you had the chance?

Creating a Response

Students may respond in a way that matches their strengths and preferences:

- **Write:** A journal entry, poem, or short script excerpt.
- **Visualize:** A sketch, storyboard, collage, or symbolic representation.
- **Perform:** A pose, tableau, mime, or short scene.
- **Record/Produce:** An audio podcast reflection, video response, or digital graphic.

Encourage students to capture how they see themselves in relation to the character through similarities, differences, and points of connection.

Sharing and Feedback

Offer varied ways for students to share:

- Pair-share or small group discussion.
- Gallery walk (physical or digital wall of responses).
- Anonymous posting (teacher reads aloud or shares highlights).
- Whole-class presentations (optional, not required).

Conclude with a reflection using **Connect–Extend–Challenge**:

- How did you connect with this character?
- How did this activity extend your thinking about them or about yourself?
- What challenged or surprised you?

Students can reflect through a quick-write, sketch-note, pair-share, or digital submission.

TEKS

Fine Arts- Theatre, Middle School 6-8

Level 1- 2(B) imagine and clearly describe characters, their relationships, and their surroundings

Level 2- 2(B) define characters by what they do, what they say, and what others say about them

Level 3- 1(A) evaluate characterization using emotional and sensory recall

High School Levels I-IV

Level I- 1(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;

Level II- 3 (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;

Levels III-IV- 2(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;

English Language Arts and Reading, Middle School 6-8

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

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

English I- 6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

English II- 6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events

English III- 6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

English IV- 6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

Who's Who Cast and Character Descriptions of *The Da Vinci Code*



Zach Fine- Robert Langdon

Robert Langdon- Harvard professor of symbology, loves puzzles and riddles, hates tight spaces, always wears his Mickey Mouse watch. He is cautious but deeply curious, reluctant to be involved in the dangerous quest but ultimately committed to helping Sophie.

Age: 40s

Key Traits:

- Trustworthy
- Brilliant
- Super nerdy



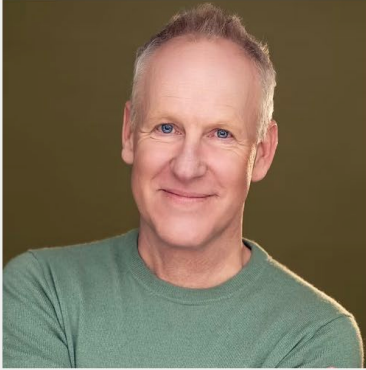
Melissa Molano*- Sophie Neveu

Sophie Neveu- A skilled cryptographer for the French police judiciary and granddaughter of Jacques Saunière. Intelligent, determined, and emotionally complex, Sophie is driven by a desire to uncover the truth about her family and protect the secret left by her grandfather.

Age: 30

Key Traits:

- Smart
- Compassionate
- Quick on her feet



Chris Hutchison*- Silas

Silas- A fanatic and violent monk associated with Opus Dei. He practices self-mortification and is driven by blind faith to recover the secret of the Holy Grail.

Age: unknown

Key Traits:

- Obsessive
- Intimidating



Todd Waite- Sir Leigh Teabing

Sir Leigh Teabing- An eccentric English scholar and Grail expert. Charismatic and manipulative, Teabing initially appears as an ally but is ultimately revealed to have his own agenda in the quest for the Grail.

Age: 70s

Key Traits:

- Committed
- Corruptible



Kevin Cooney- Jacques Saunière

Jacques Saunière: The curator of the Louvre and Sophie's grandfather. Deeply involved with the Priory of Sion. His murder triggers the events of the play, and his cryptic clues guide Sophie and Langdon.

Age: 70s

Key Traits:

- Secretive
- Knowledgeable



Christopher Salazar*- Bezu Fache

Bezu Fache- A French police detective leading the investigation into Saunière's murder. Fache is quick to suspect Langdon and Sophie, often representing the law's mistrust of their activities.

Age: 40s

Key Traits:

- Skeptical
- Tough



Michelle Elaine*- Collet

Collet- A member of the French police, Collet is torn between following orders from her boss, Fache, and believing her friend, Sophie.

Age: 30s

Key Traits:

- Practical
- Loyal



Elizabeth Bunch*- Vernet

Vernet- The bank manager who appears professional but is secretly involved with the Priory of Sion. She manages the vault where crucial clues are hidden.

Age: 40s

Key Traits:

- Committed



Dylan Godwin*- Rémy

Rémy- Teabing's butler and a skilled hacker with a criminal past. Loyal to Teabing but with his own hidden motives, Rémy plays a key role in the unfolding conspiracy.

Age: 40s

Key Traits:

- Duplicitous
- Self-serving



Susan Koozin- Sister Sandrine

Sister Sandrine- Nun and keeper of the Church of Saint-Sulpice, a compassionate woman who is also involved with the Priory of Sion.

Age: 60s

Key Traits:

- Kind
- Protective



Victor J. Flores- Philip

Philip- a docent of Rosslyn Chapel, he may be more than he first appears

Age: 27

Key Traits:

- Warm
- Engaging