



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Watch and Respond

Spider-Man: Into the Spider-Verse

Directed by

Bob Persichetti, Peter Ramsey and Rodney Rothman



Please note: The questions and activities below are a small sample of ways that non-literary texts could be incorporated into lessons. Teachers will need to consider the unique context and both age and stage of their students when planning how to best use/adapt this resource.

- The following tasks might be completed over a series of lessons or as part of a unit of learning
- Students may wish to complete some tasks individually or in pairs/groups
- Tasks might be completed orally and/or in written format
- Students may also wish to engage in a think, pair, share activity for some tasks.

Aspects of Junior Cycle Level 3 Learning Outcomes in Focus

Oral Language 8	Listen actively ...respond to drama, poetry, media broadcasts, digital media noting key ideas, style, tone, content and overall impact...
Reading 9	...compare the ways in which different literary, digital, and visual genres... shape texts and shape the reader's experience of them
Writing 7	Respond imaginatively in writing to their texts...

Possible Links to L2LPs

Communication and Literacy	1.6 Listen to and respond to a range of stories
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Section 1:

Before you watch... discuss

- What do you already know about Spider-Man?
- Which genre would you say best describes *Spider-Man: Into the Spider-Verse*?

Discuss your choice with your classmates

Action/Adventure	
Fantasy	
Science-Fiction	
Comedy	

Section 2:

Excerpts and possible discussion questions with time stamps from the film:

1. *From 9 mins, Miles smiles as he looks out the window...*
 - How does Miles' Dad embarrass him in front of his new school?
 - Have you ever had a similar experience? Discuss this with a classmate.
 - Why does Miles want to leave his new school?
2. *From 56:36, as Miles asks, 'What's Comic-Con?'*
 - On a scale of 1-10, rate how well the 'second Spider-Man' teaches Miles how to web-swing. Explain your rating.
 - Do you agree that sometimes people learn best under pressure? Can you give an example of this from your own experience?
3. *From 1:07:10, Miles writes a letter to his uncle...*
 - Why does Miles leave the 'Spider meeting'?
 - How is he feeling at this point in the story? Explain
4. *From 1:19:30, 'The Leap of Faith sequence'*
 - How does Miles' father help to inspire him to take his 'leap of faith'?



5. Which Spider-Man do you think is the most interesting? Explain your choice.

Section 3:

The following extended writing activities might offer students different ways to respond imaginatively to this text.

- A. Describe something that you want to accomplish or have already accomplished that requires/required a 'leap of faith.'
- B. Create a superhero from another dimension. Think about what makes them unique and create a four-panel storyboard / comic strip where they introduce themselves and their superpowers.
- C. Write a review of the film for publication on your school's website. You could include a summary of the story, other films that it is similar to, what you liked or disliked and give it your star rating.