



# The Interlopers: Are You Ready to Rumble?

## Conflict, Motivation, and Setting



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<b>Grade Level</b>	9th – 11th Grade	<b>Time Frame</b>	180-200 minutes
<b>Subject</b>	English/Language Arts	<b>Duration</b>	3-4
<b>Course</b>	A.P. Literature and Composition, World Literature		

### Essential Question

How do motivation and setting impact conflict for fictional/non-fictional characters?

### Summary

Students will read and analyze the short story "The Interlopers." They will determine multiple themes throughout the story, compare character motivation, and evaluate the effects of setting on the story. Using a similar format, students will research a popular "feud" in contemporary culture or history in order to determine the reasons behind real-life conflict. Students will be asked to consider the motivations of each individual and the effects of setting on the conflict, as well as suggest the steps needed for reconciliation.

### Snapshot

#### Engage

Students listen to a song from the contemporary musical "Hamilton" and engage in a discussion using the Roundabout Conversations strategy.

#### Explore

Students read "The Interlopers" by Saki and complete a Categorical Highlighting strategy.

#### Explain

Students define "interloper" and analyze motivation, conflict, and the impact of setting on the characters.

#### Extend

Students research real-life vendettas and choose a genre to present their findings about the feud.

#### Evaluate

Students respond to an Exit Ticket about conflict resolution. The presentation can also be used as an evaluation or assessment.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 9)*

**9.3.R.3:** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- character development
- theme
- conflict (i.e., internal and external)
- archetypes

**9.3.W.5:** Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.

## Attachments

- [Choice-Board-The-Interlopers - Spanish.docx](#)
- [Choice-Board-The-Interlopers - Spanish.pdf](#)
- [Choice-Board-The-Interlopers.docx](#)
- [Choice-Board-The-Interlopers.pdf](#)
- [Famous-Feuds-The-Interlopers - Spanish.docx](#)
- [Famous-Feuds-The-Interlopers - Spanish.pdf](#)
- [Famous-Feuds-The-Interlopers.docx](#)
- [Famous-Feuds-The-Interlopers.pdf](#)
- [Interloper-Defined-Differentiated-Student-Copy-The-Interlopers - Spanish.docx](#)
- [Interloper-Defined-Differentiated-Student-Copy-The-Interlopers - Spanish.pdf](#)
- [Interloper-Defined-Differentiated-Student-Copy-The-Interlopers.docx](#)
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- [Interloper-Defined-Student-Copy-The-Interlopers - Spanish.docx](#)
- [Interloper-Defined-Student-Copy-The-Interlopers - Spanish.pdf](#)
- [Interloper-Defined-Student-Copy-The-Interlopers.docx](#)
- [Interloper-Defined-Student-Copy-The-Interlopers.pdf](#)
- [Lesson-Slides-The-Interlopers.pptx](#)
- [Project-Rubric-The-Interlopers - Spanish.docx](#)
- [Project-Rubric-The-Interlopers - Spanish.pdf](#)
- [Project-Rubric-The-Interlopers.docx](#)
- [Project-Rubric-The-Interlopers.pdf](#)
- [The-Interlopers-a-Short-Story-by-Saki-The-Interlopers - Spanish.docx](#)
- [The-Interlopers-a-Short-Story-by-Saki-The-Interlopers - Spanish.pdf](#)
- [The-Interlopers-a-Short-Story-by-Saki-The-Interlopers.docx](#)
- [The-Interlopers-a-Short-Story-by-Saki-The-Interlopers.pdf](#)
- [The-Room-Where-It-Happens-Song-Lyrics-The-Interlopers - Spanish.docx](#)
- [The-Room-Where-It-Happens-Song-Lyrics-The-Interlopers - Spanish.pdf](#)
- [The-Room-Where-It-Happens-Song-Lyrics-The-Interlopers.docx](#)
- [The-Room-Where-It-Happens-Song-Lyrics-The-Interlopers.pdf](#)

## Materials

- Lesson Slides (attached)
- Famous Feuds (attached)
- Definition of Interloper Student Copy (attached; one per student)
- Definition of Interloper Differentiated Student Copy (attached; one per student as needed)

- The Interlopers Choice Board (attached)
- Project Rubric (attached)
- Exit Ticket (attached)
- The Room Where It Happens Lyrics (attached)
- Copy of “The Interlopers” by Saki (attached; one per student)
- Computer
- WiFi or Internet Connection
- Highlighters (pink, yellow, blue, and green)
- Notebook paper
- Notecard or sticky notes

20 minutes

## Engage

Using the attached **Lesson Slides**, display **slide 3**. Post the essential question on the board as students enter the room, and read to the students at the beginning of class.

Show **slide 4**. Review the lesson objectives.

Move to **slide 5**. Instruct the students to take out a sheet of notebook paper, and write the following words across the top of the page:

- Who
- What
- Why
- Where

### Teacher's Note: The Room Where It Happens

Attached is a copy of ["The Room Where It Happens" Song Lyrics](#) from the musical "Hamilton." The music video linked below is 5:17 long. Play it once as students read the lyrics and take notes focusing on the 4W1H questions (who, what, why, where, how). Play the video a second time for the Roundabout Conversations activity.

Have students listen to the music video of *"The Room Where It Happens,"* from the musical [Hamilton](#). Assign students to read the lyrics as they come across the screen and specifically focus on the following:

- **Who** is in conflict?
- **What** is the conflict?
- **Why** is the conflict an issue?
- **Where** does the problem take place?
- **How** does the setting impact the conflict?

Show **slide 6**. As students listen to the song and read the lyrics, remind students to jot down their thoughts as they are listening. After the song concludes, give the students a few minutes to finish writing.

Show **slide 7**, followed by **slide 8**. Explain the [Roundabout Conversations](#) strategy to the students. Split the class into two circles, an inner and outer. Instruct the outer circle to walk clockwise, the inner circle to walk counterclockwise as you play the video a second time.

Set the timer when Round 1 starts. Stop the music and instruct the students to turn and talk to a partner in the other circle. Each time the music stops, students will have a new partner. Tell students they may use their notes and song lyrics to answer five questions for thought. Advise students that their conversations are timed.

1. **Who** were the individuals in conflict with one another?
2. **What** was the conflict?
3. **Why** was this conflict an issue?
4. **Where** did the problem(s) take place?
5. **How** does the setting impact the conflict?

**Teacher's Note: Timer**

Include a two-minute timer to time the music starting and stopping. The time allotted will enable students to speak to five different peers and answer the five questions.

Show **slides 9-13**, one at a time. Advise students they will participate in five rounds. Conduct five rounds (**slides 9-13**).

Show **slide 14**. Invite students to discuss the answers to the questions as a class.

Show **slide 15**. Review the lesson objectives.

40 minutes

# Explore

## Teacher's Note

Introduce the short story *The Interlopers* with a short summary and description of the author. The short story is the story of an ongoing family feud over property and the rights to use the resources of the forest including the game to be hunted and used for food for their families. Hector Hugh Munro (1870-1916), British author, wrote under the pen name Saki, but is also commonly known as H. H. Munro. Saki is considered a master of dark wit and deep insight into human nature. A copy of the story is included in the attachments. Either read aloud or play one of the audio versions linked below.

Show **slide 16**. Pass out copies of the attached [The Interlopers by Saki—a Short Story by Saki](#) handout.

As the story is introduced, encourage students to take notes on the author, Saki, and the short story “The Interlopers.” Begin to read the story, *The Interlopers*, by Saki, aloud or use an audio version like the one on the [Common Lit website](#) (12:20 long) or (if preferred) a preferred more dramatic version such as the one by [Billy Wells](#) (14:45 long).

Show **slide 17**. Instruct students to find a partner or assign student pairs for a rereading of the text. Pass out pink, green, yellow, and blue highlighters. Explain the instructional strategy [Categorical Highlighting](#). Instruct students to highlight the following in the text and discuss as they read:

- Pink—Theme
- Blue—Character Motivation
- Green—Description of the Setting
- Yellow—Unknown Vocabulary

## Teacher's Note: Categorical Highlighting

An example of Categorical Highlighting of the short story might include the following line highlighted green: “*In a forest of mixed growth somewhere on the eastern spur of the Karpathian,...*”

Select which of the two **slides, 18 or 19**, best fits your instructional style and expectations.

**Slide 18** provides the example with the margin statement written in a complete sentence.

**Margin statement:** *I highlighted this because it specifically describes where the action of the story takes place.*

**Slide 19** provides the example with the margin statement written as a bulleted version of the same response.

**Margin statement bulleted version:** *Where the action takes place.*

Show **slide 18** or **slide 19** to model writing in the margin “why” they highlighted that particular text.

60 minutes

## Explain

Show **slide 20**, or write the labels *man vs. man*, *man vs. nature*, *man vs. self*, and *man vs. society* on the board. As a class, discuss these types of conflict. Determine which parts of the story display each. Write the examples from the text beside each label.

### Teacher's Note: Examples for Types of Conflict Exercise

Man vs. Man: Ulrich and Georg both view each other as the antagonist.

Man vs. Nature: The men in the forest forget that the real foe is the wolves in the forest.

Man vs. Self: Ulrich struggles to put away a lifetime of feuding and invite Georg to be his friend.

Man vs. Society: The famous feud's ending may not be easily accepted by Ulrich and Georg's friends.

Show **slide 21**. Instruct the students to join their partners for a [Think-Pair-Share](#) activity.

Show **slide 22**. Pass out the attached **Interloper Defined** handout (notice both copies: a [standard version](#) and a [differentiated learning version](#)). Together, partners should define "interloper" based on context clues from the story. They must determine who the interlopers are in the story through rich conversations using textual evidence to prove each character or group is an interloper. Encourage students to consider many points of view.

### Teacher's Note: Possible Student Barriers

Some students might struggle to identify the humans as a group being interlopers who don't belong in the forest. They might also miss the thought that the wolves are interlopers on the hunting grounds of the forest. A society that became involved in the lawsuit is another obscure group of interlopers that could be overlooked. These groups may need to be discussed as a whole class.

Show **slide 23**. Have students answer questions about conflict, motivation, and setting with their partner on page two of the handout. Assign one of the main characters to each of the students: Ulrich von Gradwitz or Georg Znaeym. Instruct the students to answer the following questions as if they were the character that they were assigned:

- What is the conflict as perceived by (Character/Individual)\_\_\_\_\_?
- What is the motivation of (Character/Individual)\_\_\_\_\_?
- What is the setting?
- What effect does the setting have on the (Character/Individual)\_\_\_\_\_?

Assign each partner to share and discuss their observations, including textual evidence with their partner, using sentence stems such as: "Paragraph \_\_\_\_ states \_\_\_\_."

Show **slide 24**. Instruct students to work with their partners to write a reflection statement summarizing their observations about the effects of the setting on both characters.

**Guiding Questions**

If students struggle with the impact of setting (need for food from hunting grounds), you may have to use guiding questions such as: *If you were hungry during this time period, how would you get food?*

Return to the class discussion and have a few partner groups share their reflection answers with the class. Focus the discussion on the effects of setting on each character's motivation.

Show **slide 25**. Ask students to watch the film adaptation of the short story. Play "[The Interlopers: A Short Film](#)." (The video is 10:33 long.)

**Teacher's Note: Language and Content**

Please note the language and use of alcohol in the short film. You should address these issues.

**Teacher's Note: Grammar**

Explain why short titles and music video titles are in quotation marks and movie titles are italicized.

60 minutes

## Extend

Show **slide 26**. Inform students that they will research a real-life vendetta or feud. Have them briefly brainstorm some famous feuds as a whole class. Next, display the attached handout, [Famous Feuds](#), or pass a copy out to each student.

Instruct students to choose a feud that they want to research. As they research their famous feud, advise them to consider the following:

- Describe the argument between the opposing sides;
- Connect evidence to each side's claim;
- Provide a resolution to the problem.

Show **slide 27**. Once students are ready to wrap up their research, explain the instructions on how to present the information.

Show **slide 28**. Review each of the options included in the attached [Choice Board](#). Additionally, pass out the attached [Project Rubric](#). Inform students that they will take the research and develop a unique piece of writing that explains their famous feud to their classmates.

### Teacher's Note: Partners

You may decide to allow students to be partners on this assignment.

Show **slide 29** as a placeholder during student presentations. Consider having them share using an application such as [Flipgrid](#) if you are stretched for time, or share them in class if time allows.

15 minutes

## Evaluate

Show **slide 30**. Pass out a notecard or sticky note, and instruct students to respond to the following question as their [Exit Ticket](#) out the door: *What do you think it takes to resolve a conflict?*

## Resources

- Billy Wells Horror. (2018, Oct. 19). Classic short stories audio—The Interlopers by Saki. [Photograph]. <https://billywellshorror.com/classic-short-stories-audio-the-interlopers-by-saki-h-h-munro/>
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- Hurst, B. (2010, May 4). *The Interlopers: A short film*. FuelDFilms. [Video]. <https://www.youtube.com/watch?v=Upw0e5j2uJg>
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- K20 Center. (n.d.). Roundabout conversations. Strategies. <https://learn.k20center.ou.edu/strategy/196>
- K20 Center. (n.d.). Think-Pair-Share. Strategies. <https://learn.k20center.ou.edu/strategy/139>
- Moore, A., Lloyd, D. & Weare, T. (2008). *V for Vendetta*. Vertigo.
- Pixabay. [n.d.]. Guy Fawkes mask. [Image]. <https://pixabay.com/vectors/vendetta-mask-guy-fawkes-face-man-157703/>
- Schultz, T. (2020, Mar. 15). *The room where it happens*. Hamilton. [Music video]. <https://www.youtube.com/watch?v=tKrrsblW4lQ>