

The Interlopers: Are You Ready to Rumble?

Conflict, Motivation, and Setting

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Grade Level	9th – 10th Grade	**Time Frame**	180–200 minutes
Subject	English/Language Arts	**Duration**	4 class periods
Course	British Literature, World Literature		

Essential Question

How do motivation and setting impact conflict for characters?

Summary

Students will read and analyze the short story "The Interlopers." They will be asked to consider the motivations of the main characters and the effects of setting on the conflict. Students will research a real-life conflict from contemporary culture or history and its resolution, present their findings through writing, and propose an alternative resolution to the conflict.

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 a short story and use Categorical Highlighting to identify key information.

Explain

Students define “interloper” and analyze motivation, conflict, and the impact of setting on the main characters.

Extend

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

Evaluate

Students apply what they have learned to respond to a question about conflict resolution.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR302: Draw simple logical conclusions in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.3: Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:
- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

9.6.W.4: Present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Attachments

- Famous Feuds—The Interlopers - Spanish.docx
- Famous Feuds—The Interlopers - Spanish.pdf
- Famous Feuds—The Interlopers.docx
- Famous Feuds—The Interlopers.pdf
- Interloper Defined—The Interlopers - Spanish.docx
- Interloper Defined—The Interlopers - Spanish.pdf
- Interloper Defined—The Interlopers.docx
- Interloper Defined—The Interlopers.pdf
- Lesson Slides—The Interlopers.pptx
- Presentation Choice Board—The Interlopers - Spanish.docx
- Presentation Choice Board—The Interlopers - Spanish.pdf
- Presentation Choice Board—The Interlopers.docx
- Presentation Choice Board—The Interlopers.pdf
- Project Rubric—The Interlopers - Spanish.docx
- Project Rubric—The Interlopers - Spanish.pdf
- Project Rubric—The Interlopers.docx
- Project Rubric—The Interlopers.pdf
- The Interlopers (Short Story)—The Interlopers - Spanish.docx
- The Interlopers (Short Story)—The Interlopers - Spanish.pdf
- The Interlopers (Short Story)—The Interlopers.docx
- The Interlopers (Short Story)—The Interlopers.pdf
- The Interlopers (Teacher Guide)—The Interlopers.docx
- The Interlopers (Teacher Guide)—The Interlopers.pdf

Materials

- Lesson Slides (attached)
- The Interlopers (Short Story) handout (attached; one per student)
- The Interlopers (Teacher Guide) document (attached)
- Interloper Defined handout (attached; one per student)
- Famous Feuds document (attached)
- Presentation Choice Board handout (attached; one per student)
- Project Rubric handout (attached; one per student)

- Notebook paper
- Pink, blue, and yellow highlighters (one of each per pair)
- Student devices with internet access
- Notecard or sticky notes

30 minutes

Engage

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

Move to **slide 4**. Instruct the students to take out a sheet of notebook paper, and write the following words in a column, leaving space between each word for notes:

- Who?
- What?
- Why?
- Where and When?

Show **slide 5** and explain to students that they are going to watch a lyric video of the song "Your Obedient Servant" from the musical *Hamilton*. Read the background summary on the slide for students, especially if they are not familiar with the musical. Tell students that you will play the video twice. The first time, they should just to listen. During the second, they should take some notes on the 5W questions (who, what, why, where/when).

Display **slide 6** and play the *Your Obedient Servant* video for the first time. After the video plays, check for understanding and answer any questions students have. Then, tell students for the next viewing they will add some notes to their notebook paper as they watch.

Embedded video
https://youtube.com/watch?v=E94po1TSQuA

Tell students that as they watch or listen to the video again they need to focus on the conflict presented. Direct students to write the word "conflict" on the top of their notebook paper to help remind them of their focus. When the video plays, tell students to fill in notes under the labels they added earlier by focusing on:

- *Who* were the individuals in conflict with one another?
- *What* is the conflict?
- *Why* is the conflict an issue?
- *Where* and *when* did the problem take place?

After the song concludes, give the students a few minutes to finish writing.

Teacher's Note: Guiding the Activity

During the following activity, you will need to start and stop the "Your Obedient Servant" song, while this music is stopped, you will need to play a timer on the slide. Consider using the YouTube link above to open the music video in a browser tab to easily stop and start while displaying the slide deck, with the timer, for the students.

Show **slide 7** and introduce the Roundabout Conversations instructional strategy to the students. Have the class split into two groups. Have one group form an inner circle and the other group form an outer circle. Explain to students that when the music plays, the inner circle will walk clockwise, and the outer circle will walk counterclockwise. If students are unsure of this procedure, consider asking the two groups to face each other (the inner circle facing the outer circle and vice versa), and then ask them to all turn to their right. They would then be facing the correct direction to walk for this activity.

Move to **slide 8** and explain that there will be five rounds to this activity. Each round, when the music stops, they will have 90 seconds to discuss the questions on the slide. Use the *Your Obedient Servant* video to play the song in a new browser tab.

After playing the song long enough for circle groups to rotate, stop the music, and display **slide 9**. Instruct the students to turn and talk to a partner in the other circle. Remind students that their conversations are timed and they may use their notes to answer the given questions. Start the *90-second timer* on the slide to begin Round 1.

Repeat these steps for Rounds 2–4 using **slides 10–12** respectively.

- **Round 1 (slide 9):** Who were the individuals in conflict with one another?
- **Round 2 (slide 10):** What was the conflict?
- **Round 3 (slide 11):** Why was this conflict an issue?
- **Round 4 (slide 12):** Where and when did the conflict(s) take place?

Teacher's Note: Activity Pacing

Monitor student conversations throughout this activity. If students seem finished discussing before the timer expires, go ahead and begin the next round.

Show **slide 13**. Invite students to discuss the answers to the questions as a class.

Show **slide 14**. Review the lesson objectives.

40 minutes

Explore

Teacher's Note: Activity Preparation

During this phase of the lesson, students are going to use the Categorical Highlighting instructional strategy. **Slide 17** and the hidden **slide 18** each have an option on how students should write margin statements.

- Slide 17 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 18 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"

Use the slide that best fits your instructional style and expectations. Make sure the slide you want to use is not hidden.

Show **slide 15**. Pass out a copy of the attached **The Interlopers (Short Story)** handout to each student. Introduce the short story "The Interlopers" with a short summary and description of the author.

Teacher's Note: Guiding the Activity

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 and was known as a master of dark wit and deep insight into human nature.

Use the The Interlopers (Short Story) handout to read the story aloud or play the *The Interlopers* video on the slide.

Embedded video

https://youtube.com/watch?v=O_k-Ss0bBPs

Show **slide 16**. Instruct students to find a partner or assign student pairs for a rereading of the text. Pass out pink, blue, and yellow highlighters to each pair. Introduce the Categorical Highlighting instructional strategy. Instruct students to highlight the following in the text and discuss as they read:

- Pink—Conflict
- Blue—Character Motivation
- Yellow—Description of the Setting

Show **slide 17** (or **slide 18**) to model writing in the margin "why" they highlighted that particular text.

Give students approximately 15 minutes to read and categorically highlight the story. Use the attached **The Interlopers (Teacher Guide)** document as needed.

60 minutes

Explain

Show **slide 19,** or write the labels "person vs. person," "person vs. nature," "person vs. self," and "person 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

- **Person vs. Person:** Ulrich and Georg both view each other as the antagonist.
- **Person vs. Nature:** The men in the forest forget that the real foe is the wolves in the forest.
- **Person vs. Self:** Ulrich struggles to put away a lifetime of feuding and invites Georg to be his friend.
- **Person vs. Society:** The famous feud's ending may not be easily accepted by Ulrich and Georg's friends.

Show **slide 20** and pass out the attached **Interloper Defined** handout to each student. Have students use the Think-Pair-Share instructional strategy to complete the following activity. Direct students to think about how they would define *interloper* and examples of interlopers from the text. Have students record their thoughts on their handout. 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.

Move to **slide 21**. Have students find a partner or assign partners. Have pairs discuss their definitions and examples of interlopers and make adjustments if needed. After a couple of minutes, facilitate a whole class discussion. Help students understand that an interloper is a person who becomes involved in a place or situation where they are not wanted.

Optional Differentiation

To meet the needs of your students, consider giving students who need additional support some examples of interlopers (George, Ulrich, wolves, man, and society) and having them focus on finding the textual evidence for the Interloper Defined handout.

Teacher's Note: Possible Student Barriers

Some students might struggle to identify the humans as a group of interlopers who do not 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.

Display **slide 22.** Assign one of the main characters to each student within a pair: Ulrich von Gradwitz or Georg Znaeym.

Transition to **slide 23** and instruct students to answer the following questions as if they were the character that they were assigned:

- What is the conflict as perceived by your character?
- What is the motivation of your character?
- What is the setting?
- What effect does the setting have on your character?

Move to **slide 24**. Have each partner share and discuss their observations, including textual evidence, with their partner, using sentence stems such as:

- [My character] saw the conflict as _____.
- [My character]'s motivation was _____.
- I think this because paragraph ___ states _____.

Show **slide 25**. Instruct students to work with their partners to write a reflection statement summarizing their observations about the effects of the setting on both characters.

Teacher's Note: 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?"

Bring the class together for discussion and have a few partner groups share their reflection statements with the class. Focus the discussion on the effects of setting on each character's motivation.

Optional Addition

If time allows, unhide and show **slide 26.** Play the video on the slide: *The Interlopers: A Short Film*, which is the film adaptation of the short story. (The video is 10:33 long.) Please note the language and use of alcohol in the short film. You should address these issues.

Embedded video
https://youtube.com/watch?v=Upw0e5j2uJg

60 minutes

Extend

Show **slide 27.** Inform students that they will research a real-life vendetta or feud. Have them briefly brainstorm some famous feuds as a whole class. Then, use the attached **Famous Feuds** document to share examples of famous feuds. Consider displaying this document in the same way you would display a slide deck instead of printing one for each student.

Optional Support

Consider providing a copy of the attached Spanish version of the **Famous Feuds** document to Spanish-speaking students to support the language needs of your students.

Instruct students to choose a feud that they want to learn more about. Have students use their device to research their selected feud. As they research their famous feud, advise them to consider the following:

- Describe each side's claim to being right;
- Describe the reasoning behind each side's claim;
- Describe how the feud ended in real life;
- Propose an alternative solution to the feud that you think would have led to a better outcome.

Give students approximately 20 minutes to investigate their feud.

Show **slide 28** and introduce the Choice Boards strategy. Once students are ready to wrap up their research, explain the expectations on how to present the information.

Show **slide 29**. Inform students that they will take the research and develop a unique piece of writing that explains their famous feud to their classmates. Pass out the attached **Presentation Choice Board** and **Project Rubric** handouts to each student. Review each of the options included in the Choice Board.

Teacher's Note: Partners

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

If time allows, have students share their presentations in class and use **slide 30** as a placeholder during their presentations. If you are stretched for time, consider having students upload a video of their presentations using an application like Padlet.

5 minutes

Evaluate

Show **slide 31** and pass out a notecard or sticky note to each student. 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

- FueldFilms. (2010, May 4). *The Interlopers: A short film by Ben Hurst* [Video]. YouTube. https://www.youtube.com/watch?v=Upw0e5j2uJg
- LyricsBy Allie. (2016, November 4). *Your obedient servant (clean) Hamilton* [Video]. YouTube. https://www.youtube.com/watch?v=E94po1TSQuA
- K20 Center. (n.d.). Bell ringers and exit tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
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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
- K20 Center. (2021, September 21). *K20 Center 90 second timer* [Video]. YouTube. https://www.youtube.com/watch?v=AMW_5yR32mM
- OpenClipart-Vectors. (2013, October 19). Vendetta [Image]. Pixabay. https://pixabay.com/vectors/vendetta-mask-guy-fawkes-face-man-157703/
- Saki. (2014, October 4). *The Interlopers* [Video]. YouTube. https://www.youtube.com/watch?v=O_k-Ss0bBPs