



Go to Scope
Online to listen
to these names
pronounced
aloud!

The Interlopers

Pronunciation Guide to Names

The Gratz Family

Ivan Gratz [EYE-vun GRATS]

Olga [OL-guh]

Agnes [AG-nihs]

Otto [AW-toh]

The Zenova Family

George Zenova [JORJ zen-OH-vah]

Wilma [WHIL-muh]

Katya [KAHT-yuh]

Andrei [AHN-dray]



The Interlopers

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. Nature cannot be controlled by humans.		
2. People have serious arguments over trivial matters.		
3. It is possible to make friends out of enemies.		
4. It is harder to hold a grudge than it is to forgive.		
5. “The earth, like the sun, like the air, belongs to everyone and to no one.” —Edward Abbey		
6. People can fight for so long that they forget why they were fighting in the first place.		
7. Children inherit beliefs from their parents.		

Name: _____ Date: _____

Close-Reading Questions

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1. In Scene 1, Olga says Ivan is stubborn. What evidence in the play supports her statement?
(text evidence, character)
2. In Scene 1, George tells Ivan, “You are mistaken, sir. I hunted it in my forest.” What is George’s tone in this line? (tone)
3. In Scene 2, you see what’s happening in the Gratz home and in the Zenova home simultaneously. By structuring the scene this way, what does the playwright reveal about the two families? (author’s craft)
4. Scene 3 is a flashback. Why do you think the author chose to present the backstory this way, rather than simply having the characters talk about what happened in court?
(author’s craft)

5. In Scene 4, both George and Ivan are talking to themselves as they go looking for each other. What do their words tell you about what they really want? (interpreting text, character)
6. Think about the moments in which the wind blows. What do these moments have in common? (Think about what happens before each one.) How does the wind contribute to the mood? (mood, symbolism)
7. Explain the irony of the play's ending. (situational irony)
8. At the end of the play, why does Ivan laugh? (character)

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Critical-Thinking Questions

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1. After George and Ivan become trapped under the tree, it doesn't take long for them to make peace. Why do you think this is?

2. What do the wolves in the play symbolize?

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Go to Scope
Online to listen
to the words
and definitions
read aloud!

Vocabulary:

The Interlopers

1. **barbaric (bahr-BAR-ik)** *adjective*; Something that is barbaric is very cruel and uncivilized. In medieval times, a common punishment for stealing was to cut off the thief's right hand—a practice that seems barbaric to people today. *Barbaric* can also mean “rude—not polite or proper,” as in, “His table manners are barbaric.”
2. **canteen (kan-TEEN)** *noun*; As it is used in the play, *canteen* means “a small container for carrying water or another liquid.” Hikers, campers, and soldiers often carry canteens.
3. **contemplate (KON-tuhm-pleyt)** *verb*; To contemplate is to think about something deeply, carefully, and at length. You might contemplate whether you should join the debate team for several days before making a decision. After reading a poem, you might sit and contemplate its meaning.
4. **decree (dih-KREE)** *noun or verb*; A decree is an official order or decision made by a government or someone with power, as in, “The soldiers obeyed the king's decree to release all prisoners.”
 To decree is to make a command or announce something in an official way, as in, “The President decreed that the third Monday of every January would be celebrated as Martin Luther King Jr. Day.”
5. **feud (fyood)** *noun or verb*; A feud is a long-lasting fight between two people, groups, or families. If two neighbors are in a feud over one of them playing music too loudly, they have been quarreling about the issue for a while, and it doesn't seem like they'll ever come to an agreement.
 As a verb, *feud* means “to carry on a long-lasting argument,” as in, “My two brothers have been feuding for years over who should get the bigger bedroom.”
6. **intervene (in-ter-VEEN)** *verb*; If you intervene in a situation, you get involved in it in order to have an effect on what happens. If you see two small children shoving one another, you might intervene and help them solve their argument in a more peaceful way.

- 7. plunder (PLUHN-der)** *verb*; To plunder is to steal things openly and by force, as in, “Pirates plundered the ship, taking everything of value while the ship’s crew watched helplessly.”

As a noun, *plunder* means “things that are stolen or taken by force,” as in, “The pirates divided the plunder equally among themselves.”

- 8. smirk (smurk)** *verb or noun*; To smirk is to smile in a way that is not sincere and that is a bit smug and irritating to others. People smirk when they feel like they know something someone else doesn’t know or when they are happy about someone else’s misfortune.

As a noun, *smirk* means “a knowing or self-satisfied grin.” Your brother’s lips might curl into a smirk as he informs you that it’s your turn to do the dishes.

- 9. snare (snair)** *noun or verb*; A snare is a trap used to catch birds or animals. It has a loop on one end that gets smaller when it’s pulled. In the Hunger Games series, Katniss uses snares to catch rabbits and other critters to feed her family.

As a verb, *snare* means “to catch in a snare,” as in, “Katniss snared a squirrel for dinner.”

Directions: Below and on the back of this page, list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

The Interlopers

Directions: Underline the boldfaced word in each pair that best completes the sentence.

1. The hunter **decreed**/**snared** a fox.
 2. I **contemplated**/**intervened** paint colors for my bedroom walls and finally settled on “Twilight Blue.”
 3. In his speech, the emperor said, “I **decree**/**plunder** that no one can wear the color blue!”
 4. The thieves made millions of dollars by selling their **smirk**/**plunder** from art museum.
 5. The **feud**/**smirk** between the two athletes finally ended when one of them apologized.
-

Directions: Choose the best answer to each question.

6. Which might cause someone to smirk?

- Ⓐ when a rival makes a mistake
- Ⓑ when a rival wins a competition

7. If the aquarium is known for its barbaric treatment of animals, how does it treat them?

- Ⓐ with great care
- Ⓑ with cruelty

8. In which situation might a babysitter intervene?

- Ⓐ when the children are taking naps
- Ⓑ when the children are playing soccer too close to the street

9. Which might someone put in a canteen?

- Ⓐ sandwiches
- Ⓑ apple juice

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Preparing to Write: Who Are the Interlopers?

Directions: Read *The Interlopers*. Then complete the activity below, which will prepare you to respond to the writing prompt on page 15.

The Link Between Theme and Conflict

Theme is often revealed through the conflict between two struggling forces in a work of fiction. In *The Interlopers*, there are two types of conflict:

- Human beings in conflict with one another
- Human beings in conflict with nature

You will now explore how these two conflicts reveal the theme of the play.

Conflict 1: Human beings in conflict with one another

1. A. Briefly explain the conflict between George Zenova and Ivan Gratz. What are the characters' opposing desires and interests? Use details from the play to support your answer.

B. Who is an interloper, or intruder, in George's eyes?

C. Who is an interloper, or intruder, in Ivan's eyes?

Conflict 2: Human beings in conflict with nature

2. A. Briefly describe the conflict between George, Ivan, and nature. How are the characters tormented by forces of nature throughout the play? Use details from the play to support your answer.

B. Who is presented as an interloper, or intruder, in this conflict? Where are they not welcome?

The link: What the conflicts in the story reveal about humans and nature

3. How do these two conflicts end? Based on this ending, what is the message, lesson, or moral of the story? (You can list more than one.)

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Character Thinking Tool

The questions in this activity are about the characters of
George Zenova and Ivan Gratz

1. A. Based on Scenes 1 and 2, what are a few words George Zenova's children might use to describe the Gratzes?

B. What are a few words Ivan Gratz's children might use to describe the Zenovas?

C. Why do you think the children would feel this way?

2. What do George's words and actions reveal about his intentions when he sees Ivan in the market? Use text evidence.

3. On his way out to the forest in Scene 2, George says “I’ve got murder on my mind.” He and Ivan both say that they’re going “to end this once and for all!” Based on their dialogue in Scene 4, do you think the men would have really done such a thing had the tree not fallen on them? Explain.

4. Do George and Ivan change by the end of the play? Explain.

5. Which do you think is harder to do: hold a grudge or forgive someone? Explain.

6. Think about how the story ends. What big message does this story send to readers? (Consider how the feud is resolved and what that says about greed, revenge, violence, or nature.)

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Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

Directions: Open your magazine to Scene 4 of *The Interlopers*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Mood Words

lighthearted, intense, touching, gloomy, suspenseful, relaxed, threatening

Scene 4

1. Describe the mood of Scene 4. Choose a few words from the box of mood words above or come up with your own words.

Mood of Scene 4: _____

2. Explain what creates that mood by answering the questions below.

A. How does the plot help create the mood? In other words, what is going on, and how does that help create the mood you named?

B. How does the setting help create the mood? Think about how the place and time during which the scene takes place create an atmosphere that makes the reader feel a certain way.

Now imagine that you are the director of a movie version of *The Interlopers*. Your job is to visualize the script and then direct your crew and actors in fulfilling your vision. Follow the prompts below to brainstorm your vision for a scene of your choosing.

Start here!
→

Choose your favorite scene:
Scene ____

What mood do you want to create for this scene? Will the mood be just like in the play? Will you amp it up? Go in a different direction?

Describe the mood (or moods) of your scene.

What kind of music would help create the mood you want? How about sound effects?

Music and Sound

What lighting choices can help create the mood you want?

Lighting

Which expressions should the cameras be sure to capture? Should there be any special camera movements?

Cameras

What direction will you give each actor on the emotions he or she should be communicating?

Actors

What other elements will help create the mood of your scene? Jot down any notes on props, hair and makeup, costumes, or anything else.

Other Ideas

Name: _____ Date: _____

***The Interlopers* Quiz**

Directions: Read *The Interlopers*. Then answer the questions below.

1. How are Scenes 1 and 3 related?

- (A) Scene 3 explains how the conflict in Scene 1 is resolved.
- (B) Scene 1 describes the setting in which Scene 3 takes place.
- (C) Scene 3 provides additional information about the conflict presented in Scene 1.
- (D) Scene 1 and Scene 3 both take place in the past.

2. Which set of words BEST describes the mood of Scene 4?

- (A) tense, threatening, suspenseful
- (B) depressed, tragic, gloomy
- (C) dreary, dull, uneventful
- (D) calm, peaceful, quiet

3. Which sentence is the best summary of the play?

- (A) Two families fight for generations until a judge finally settles the dispute.
- (B) After two men try to settle a longstanding family feud over land by killing each other, nature intervenes and kills them both.
- (C) After a dispute in the market, two men seek revenge.
- (D) Two men are pinned beneath a tree in the forest and suffer a tragic fate.

4. Which detail from the play is an example of irony?

- (A) Each time a Gratz or a Zenova stakes claim to the land, the wind howls in protest.
- (B) The Gratz and Zenova children hate each other without understanding why.
- (C) After the men finally agree to end their fighting and live in peace, they are killed by wolves.
- (D) Scene 3 takes place in the past.

5. In Scene 5, SD3 says “George turns his head to find Ivan studying him.” Based on context clues, what is the definition of *studying* as it is used in this sentence?

- (A) staring in an angry or fierce way
- (B) giving close attention to something to understand it more fully
- (C) committing something to memory
- (D) expressing sorrow

6. What is a major theme of the play? Choose TWO answers.

- (A) Money can't buy happiness.
- (B) Family is the most important thing.
- (C) Humans cannot own nature.
- (D) It is foolish to hold onto a grudge.

Constructed-Response Questions



Directions: Write your answers in a well-organized response.

7. Compare and contrast Ivan Gratz and George Zenova. Use details from the play to support your answer.

8. How does the playwright develop the idea that Ivan and George are intruders in nature? Use text evidence to support your answer.

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The Interlopers Quiz

Directions: Read *The Interlopers*. Then answer the questions below.

1. _____ provides backstory for the conflict introduced in Scene 1.
 - (A) Scene 2
 - (B) Scene 4
 - (C) Scene 3
 - (D) Scene 6
2. Which word BEST describes the mood of Scene 4?
 - (A) threatening
 - (B) gloomy
 - (C) dull
 - (D) quiet
3. Which sentence is the best summary of Scene 5?
 - (A) George and Ivan share a canteen of tea while pinned under a tree.
 - (B) Trapped together under a tree, two men begin to see their longstanding feud as silly.
 - (C) George thinks Ivan is trying to trick him into ending their feud.
 - (D) George shivers in the cold and has a large gash on his head.
4. In Scene 5, Ivan says “Perhaps we will leave you as a feast for the creatures of the night.” This line is an example of
 - (A) symbolism.
 - (B) irony.
 - (C) foreshadowing.
 - (D) simile.
5. In Scene 5, SD3 says “George turns his head to find Ivan studying him.” As it is used in this sentence, *studying* most closely means
 - (A) admiring.
 - (B) observing closely.
 - (C) glancing at.
 - (D) glimpsing.
6. What is a major theme of the play? Choose TWO answers.
 - (A) Money can’t buy happiness.
 - (B) Family is the most important thing.
 - (C) Humans cannot own nature.
 - (D) It is foolish to hold onto a grudge.

Constructed-Response Questions



Directions: Write your answers in a well-organized response.

7. Describe how Ivan Gratz and George Zenova are alike. Use details from the play to support your answer.
8. How does Scene 7 support the idea that Ivan and George are intruders in nature? Use text evidence to support your answer.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Interlopers Contest

An interloper is an intruder, that is, a person in a situation or place where they are not welcome or don't belong. Who are the interlopers in this story? Answer this question in an essay. Use text evidence to support your ideas. Five winners will each get *The Line Tender* by Kate Allen.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your entry and send both to: scopemag@scholastic.com
or mail them to: Interlopers Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY December 20, 2019!