In 1938 the newspapers revealed a surprising secret. Grey Owl, the world’s most famous North American Indian, did not have one drop of Indian blood. He had grown up on the south coast of England. As an English schoolboy, he dreamed about Indians. When he was 17, he left his boring office and sailed off to Canada.

He lived with the Ojibwa tribe around the Great Lakes and learned the ways of the forest. He married an Ojibwa woman. Archie was not good at family relationships, however, and he left his wife when their daughter was three months old.

He worked in the forests, trapping animals and guiding tourists through the natural environment. He began a new life in a cabin in the forest with a young Iriqois Indian called Anaharea. She was shocked by the cruelty of trapping and persuaded Archie to start caring for animals instead of shooting them. They kept orphan beaver kits as companions in their cabin.

At this time Archie began a new career as a writer. Adopting the name Grey Owl, he wrote articles for European magazines, he travelled and gave talks, and wrote three best-selling books. He spoke for all American Indians and he became a celebrity. His busy schedule tired him and he died in 1938. The story about his real identity came out soon after.

Archie Belaney had four children, but apparently could not relate to any of them. His own childhood (see notes above and the story) must account for his attitude. Abandoned by his father and unloved himself, he was unable to give love to his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. By contrast, he was able to care for his own children. 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and bring up orphaned beavers in a way that he never could look after his own children. Perhaps he was too afraid of the responsibility, and he preferred to deny their existence. He did send money to his children, but there was no emotional contact. He had five wives or partners, and left all of them except the last one. People are divided about Archie. Most of those who have read his books think he did more good than harm and admire him as a pioneering conservationist. Others who focus on his terrible treatment of his wives and children and his lies find it more difficult to treat him as a hero.

A movie was made of Grey Owl's story in 1999, starring Pierce Brosnan as Archie and Annie Galipeau as Anahareo. It was directed by Richard Attenborough. The movie changes the actual story slightly, by revealing Archie's true identity before his death.

2. What would be a good way to remember Grey Owl's message about the natural world? Should we remember him or his message? Invite students to make suggestions after they read page 41 of the book.

ACTIVITIES AFTER READING THE BOOK
1. Divide the class into pairs or threes. Give each group a page number: 2, 4, 14–15, 18, 21, 23, 25, 27, 30–1, 33, 35, 37, 39. Ask them to look at the photograph or picture on their page and prepare two or three sentences about it. It can be a description or something about Grey Owl's life at this time. Groups show their picture to the class and describe it.

2. Discussion. Grey Owl protested about the destruction of the natural world by giving lectures and writing books and articles. How do protest groups get their message across today?

Glossary

It will be useful for your students to know these new words. They are practised in the exercises at the back of the book. (The definitions are based on those in the Longman Active Study Dictionary.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>audience</td>
<td>(n) when people watch or listen to someone, they are the audience</td>
</tr>
<tr>
<td>beaver</td>
<td>(n) a wild Canadian animal (see pictures on pages 31, 35 and 39)</td>
</tr>
<tr>
<td>blow up</td>
<td>(v) to destroy something with a loud noise and fire</td>
</tr>
<tr>
<td>feather</td>
<td>(n) people have hair, birds have feathers</td>
</tr>
<tr>
<td>owl</td>
<td>(n) a large night bird; it catches and eats small animals at night</td>
</tr>
<tr>
<td>native</td>
<td>(adj) something or someone that is born in a place is native to it; for example the Ojibwa Indians are native to Canada</td>
</tr>
<tr>
<td>nature</td>
<td>(n) everything in the world that humans have not made: animals, trees, the weather</td>
</tr>
<tr>
<td>savage</td>
<td>(adj) someone or something that is wild</td>
</tr>
<tr>
<td>army</td>
<td>(n) a country's soldiers are its army</td>
</tr>
<tr>
<td>canoe</td>
<td>(n) a long, narrow wooden boat used by Native Americans</td>
</tr>
<tr>
<td>hunt</td>
<td>(v) to look for animals with guns and knives</td>
</tr>
<tr>
<td>lodge</td>
<td>(n) a beaver's home (see picture on page 31)</td>
</tr>
<tr>
<td>ranger</td>
<td>(n) a person who looks after an area of public land</td>
</tr>
<tr>
<td>soul</td>
<td>(n) the part of a person that is not their body</td>
</tr>
<tr>
<td>trap</td>
<td>(v) to catch an animal with a trap; a trap is a piece of equipment for catching animals in the forest</td>
</tr>
<tr>
<td>tribe</td>
<td>(n) a group of American Indians who live together in the same area; the main tribe in this story is the Ojibwa</td>
</tr>
<tr>
<td>cabin</td>
<td>(n) a little house in the forest; made of wood, often only one room</td>
</tr>
<tr>
<td>fur</td>
<td>(n) humans have hair; animals have fur</td>
</tr>
<tr>
<td>pony</td>
<td>(n) a young horse</td>
</tr>
<tr>
<td>publish</td>
<td>(v) to print copies of a book and sell it</td>
</tr>
</tbody>
</table>

- For further help see the Teacher's Notes.
Student's activities

Grey Owl
by Vicky Shipton

These activities can be done alone or with one or more other students. Pair/group-only activities are marked.

ACTIVITIES BEFORE READING THE BOOK

1. Read the introduction on page iv. Answer these questions.
   (a) Which animal was in danger in Canada?
   (b) What happened in the forests in Canada every year?
   (c) Grey Owl was honest about the natural world. Was he honest about his own life?

2. Which of these words will be important in the story, do you think? Look at the Contents on page iii for help.
   - trapping
   - bicycles
   - weddings
   - books
   - the theater
   - beavers
   - the Ojibwa tribe
   - soldiers
   - the American president
   - British magazines
   When you finish the story, look again at your answers. Were you right?

ACTIVITIES WHILE READING THE BOOK

Pages 1–11

1. Are these sentences right or wrong?
   (a) People in London in 1937 loved listening to Grey Owl.
   (b) People in Europe did not think there was going to be another war.
   (c) Most people thought white men and Indians were equal.
   (d) When Christopher Columbus reached America, he thought he was in Asia.
   (e) The Indians in Canada looked after the natural world.
   (f) People in the 1930s already knew about the problems of the natural world.

2. Work with another student. You live in London in the 1930s. You work in boring office jobs. You have been to hear Grey Owl. What do you say to each other on the way home. Have a conversation.

3. Read page 5. Why are these things important in the story?
   (a) Grey Owl could speak English well.
   (b) He gave many talks in England and North America.
   (c) The North Bay Nugget.
   (d) Hastings, England.
   (e) Kittle and George Belaney.

4. Read the picture story of Archie’s early life. Close the book and put these verbs in the past form in the right space.
   blow up bring go learn leave sail say send start want
   Archie’s father (a)_____ the family and (b)_____ to America.
   Archie’s grandmother (c)_____ his mother away. Archie (d)_____ to play the piano. He (e)_____ to be an owl. He (f)_____ small animals home. He (g)_____ work in a boring office. He (h)_____ some wood outside his office. He (i)_____ goodbye to his aunts and grandmother and (j)_____ to Canada.

5. What do you think Archie’s life will be like when he gets to Canada? Talk to other students.

Pages 12–23

1. Who
   (a) lived on Bear Island?
   (b) made smaller and smaller special areas for Indians to live in?
   (c) ruled Canada between 1763 and 1931?
   (d) was very sick in 1907?
   (e) lived next to a beaver lodge?
   (f) was not a “Texan Ranger”?
   (g) hid in the woods with Archie when the police were looking for him?
   (h) did Archie marry in 1917?
   (i) were Agnes and Johnny Jero?
   (j) gave Archie a home when he was unhappy?

2. Work with another student. One of you is Angele. The other is Ivy. Imagine that Ivy comes to Canada and meets Angele in Bisco. What do they say? Work out a conversation.

3. Put these jobs in the order that Archie did them.
   (a) a Canadian soldier
   (b) a fire ranger in a Canadian park
   (c) a hotel worker on Lake Temagami
   (d) a shop assistant in Toronto
   (e) a tourist guide
   (f) a trapper and a ranger near Bisco

4. Answer these questions.
   (a) What kind of boat did Archie use on Lake Temagami?
   (b) What were the big tribe of Ojibwa, Ottawa, and Potawatomi called?
   (c) What was different about Archie when Bill Guppy saw him in 1908?
   (d) What was Archie’s book Sajo and the Beaver People about?
   (e) Why did the police want Archie in 1915, when he was living with Marie?
   (f) What did he do in Digby, Nova Scotia, in May 1915?
   (g) What lesson did the First War teach Archie about the modern world?
   (h) Why did Alex Espaniel almost tell Archie to leave his home?

5. Make a list of the things Archie learned from Bill Guppy and from the Ojibwa Indians. Compare your list with another student’s.
1 Correct these sentences about Archie and Anahareo.
   (a) Gertrude Bernard was a white woman from the city.
   (b) Her friends called her ‘Pony’ because she wanted an exciting life.
   (c) Archie told Anahareo that he was an English boy.
   (d) Anahareo loved trapping with Archie.
   (e) Anahareo was happy to speak to audiences in cities with Archie.
   (f) When Archie was writing at home, he wanted Anahareo with him all the time.
   (g) Anahareo finally left Archie when their daughter was born.

2 Put these words in pairs to make sentences.
   (a) Beavers look after
   (b) Their big front teeth
   (c) They use their big, flat tails and big back feet
   (d) They use their teeth
   (e) Beavers can cut down
   (f) Indians killed beavers
   (g) The entrance to a beaver lodge
   (i) are bright orange.
   (ii) for biting through trees.
   (iii) is under the water.
   (iv) for their meat and fur.
   (v) for swimming.
   (vi) their babies for two years.
   (vii) trees and stop rivers.

3 Which of Grey Owl’s books would you like to read? Why?
   Talk to another student.

4 Answer these questions.
   (a) Why didn’t Grey Owl like the title Men of the Last Frontier?
   (b) Grey Owl made a lot of trouble in Bisco. What reason does the writer give for this?
   (c) Why was Anahareo important in Pilgrims of the Wild?
   (d) Why do you think people liked Archie’s books?
   (e) Have you seen trees cut down? Where were they? Why were they cut down?
   (f) How did the Nugget find out Archie’s secret?
   (g) Why do you think Archie chose to speak in Hastings?
   (h) Who recognized Archie in Hastings?

5 Archie went back to visit his old aunts in Hastings. What do you think they talked about? Were the aunts angry with him or proud of him? Did Archie have good memories of them or bad?

ACTIVITIES AFTER READING THE BOOK

1 Grey Owl is remembered for two things: his message about the natural world and his lies. Which do you think is more important: the things you say or the way you live your life? Write down some ideas.

2 Look at the description of Canada on pages 14 and 15. Write a similar description of your country.

3 The North Bay Nugget decides not to tell its readers about Grey Owl’s real name (see page 38). They like his message and they do not want to destroy him. What do you think? Is it right for newspapers to keep back information? Should they publish everything they know? Write down some ideas.

4 Find out more about Indian tribes in Canada today. What are the laws like? How much land do they have? Do they still follow the old ways or do they live like people in the cities? Write about them. Tell other students.
The trail to Grey Owl's cabin began among aspen under a big prairie sky. In late September, when I set off in pursuit of the old Indian, the aspen -- poplar, he would have called them -- were nearly leafless, all their green turned yellow-gold, all the gold fallen to the ground. The beaked hazel had dropped its leaves too. Grey Owl was moved from one British infirmary to another for a full year while doctors tried to heal his foot. He also met and briefly married childhood friend Constance Holmes. The marriage failed. He was shipped back to Canada in September 1917 and honorably discharged on November 30 with a disability pension. Career. In 1925, he met the Iroquois woman Gertrude Bernard (whom he later called "Anahareo"), who encouraged him to stop trapping and publish his writings about wilderness life. Archie Grey Owl is a trapper in Canada in the early 1930s when a young Iroquois woman from town asks him to teach her Indian ways. They live in the woods, where she is appalled at how trapped animals die. She adopts two orphaned beaver kits and helps Archie see his way to stop trapping.