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101 books for youth that feature hunters & hunting

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Abstract

Librarians, teachers and other adults concerned with motivating reading among youth hunters want to provide them with books that feature the sport; however many sources cite a concern at the lack of positive, or at least neutral, portrayal of hunting in books for youth. There was also a lack of any comprehensive bibliography that identified books that feature hunters and hunting, yet alone one that identified how they were portrayed in those books. The purpose of this project was to create an annotated bibliography which would fill that gap and support recommendations for reading and purchase. The annotated bibliography consists of 101 hunting picture books and novels which the researcher analyzed through book summaries and reviews. The annotations include notes about various hunting aspects and book review information. Among the 101 titles in the annotated bibliography, the number of positive, negative, and neutral overall portrayals of hunters or hunting are 51 (51%), 20 (20%), and 26 (26%), respectively; there were 4 (4%) titles with no overall portrayal of hunters or hunting that the researcher could ascertain from the reviews or summaries. A review of related literature included the topics of hunters and hunting, culturally relevant texts, and student interests.

101 BOOKS FOR YOUTH THAT FEATURE HUNTERS & HUNTING

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
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by
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has been approved as meeting the research requirement for the
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Date Approved

Graduate Faculty Reader

Date Approved

Graduate Faculty Reader

Date Approved

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ABSTRACT

Librarians, teachers and other adults concerned with motivating reading among youth hunters want to provide them with books that feature the sport; however many sources cite a concern at the lack of positive, or at least neutral, portrayal of hunting in books for youth. There was also a lack of any comprehensive bibliography that identified books that feature hunters and hunting, yet alone one that identified how they were portrayed in those books. The purpose of this project was to create an annotated bibliography which would fill that gap and support recommendations for reading and purchase. The annotated bibliography consists of 101 hunting picture books and novels which the researcher analyzed through book summaries and reviews. The annotations include notes about various hunting aspects and book review information. Among the 101 titles in the annotated bibliography, the number of positive, negative, and neutral overall portrayals of hunters or hunting are 51 (51%), 20 (20%), and 26 (26%), respectively; there were 4 (4%) titles with no overall portrayal of hunters or hunting that the researcher could ascertain from the reviews or summaries. A review of related literature included the topics of hunters and hunting, culturally relevant texts, and student interests.

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CHAPTER 1

INTRODUCTION

“Do you have any good hunting stories?” This is a question that many librarians across the country undoubtedly hear from their youth patrons. According to the U.S. Fish and Wildlife Service (2012), an estimated two million children ages six to fifteen hunted in 2010. Yet there are relatively few hunting stories for youth when compared to the many stories about popular, mainstream sports such as football or baseball. A librarian could easily find lists of recommended football books for a football player, baseball books for a baseball player, or even farming books for the farmer. But what about a list of hunting books to recommend to a youth hunter? Librarians, teachers, and other adults who care about the reading habits of youth hunters may be hard pressed to find such a comprehensive list. The purpose of this research project is to create an annotated bibliography of youth books that feature hunting and also identify which of those books feature a positive portrayal of hunting.

Justification

Issues in Reading and Libraries

“Since emotional factors play the determining role in what is important to the child, parents and teachers will be wise to learn what interests children and to use those interests to engage children’s minds” (Lyons, 2003, p. 73). This quote provides a fundamental insight into the minds and hearts of all people, not just children. It is natural for people of all ages to act upon what interests them, whether that action is through reading about, watching, or participating in an activity. That very notion drives lifelong learning, provides happiness in one’s life, and is at the core of existence for all libraries.

Providing material that matches the interests of patrons is one of the basic tenets of libraries, affirmed in the first policy of the Library Bill of Rights (American Library Association [ALA], 1980) and also in its interpretation for school library media programs (ALA, 2008). *Empowering Learners* (American Association of School Librarians [AASL], 2009) states that “the leading SLMS stays abreast of both national trends of popular reading material and student interests within the individual school community” (p. 18) in regards to collection development and encouragement of reading; it also states that reading materials in school libraries should “reflect academic needs and personal interests of all members of the learning community” (p. 23). However, the ALA and its divisions are not the only entities that promote following one’s interests.

Researchers and educators (Johns & Lenski, 1997; Lyons, 2003; Sullivan, 2010) suggest that asking about someone’s likes or hobbies should be a common query by librarians or teachers when they perform reader’s advisory, especially with struggling or reluctant readers. Giving children a book about a topic that already interests them can provide some motivation to read. As Johns and Lenski (1997) state, “When students find or are given books that interest them, their apathy can be transformed into delight, self-satisfaction, and eagerness” (p. 9) and in turn “students who are motivated to read become better readers” (p. 1).

Providing readers with books that match their interests can get them hooked on reading or, at least, engaged in what they are currently reading. Freeman and Freeman (2004) suggest engaging students in their reading by having them read culturally relevant texts—those which contain elements that mirror the students’ own background experiences. Culturally relevant books are especially helpful for English language

learners (Freeman & Freeman, 2004), but anyone can benefit from reading such books (Gardner, 2013).

Reading professionals encourage students to read a variety of texts, including fiction and nonfiction (International Reading Association [IRA] & National Council of Teachers of English [NCTE], 1996; Common Core, 2012). The Common Core State Standards Initiative (2012) places increasing emphasis on the reading of informational texts by students because that is what the majority of reading in college and workforce training programs entail. However, this does not dismiss the importance, teaching, or reading of literary texts.

Literature is a “window to the world” (AASL, 2007) that can expose readers to a wide variety of experiences that they may or may not have previously encountered in their lives. Exposure to experiences through literature can increase people’s knowledge and understanding not only of the world around them but also of themselves. Even in literary works of fantasy or realism, readers can make connections between text and their own lives. Literature can provide assurance to readers about their own identity and place in the world. Literature can also challenge people to open their minds and experience something from a different perspective than they have before (IRA & NCTE, 1996).

In fact, the *Standards for the 21st Century Learner* (AASL, 2007) makes it clear that students need to know how to “seek diverse perspectives” (p. 2) so they will learn to think about all sides of an issue and be considerate of others’ viewpoints in order to make well informed decisions. Stephen Covey’s *7 Habits of Highly Effective People*, taught in elementary schools around the world through *The Leader in Me* (Covey, 2008) program, reinforces the idea of seeking multiple points of view through its fifth habit, “Seek first to

understand, then to be understood” (p. 21). This fifth habit encourages people to not only listen and think before they speak, but to explore and respect the viewpoints of other people. Conversely, librarians are expected to build and maintain collections that include materials from multiple perspectives on a wide range of topics (ALA, 1980, 2008) to ensure that the collections do, indeed, offer a window to the world through diverse points of view.

Multiple perspectives can be obtained through reading a variety of both fiction and non-fiction material. Greenhaven Press publishes two non-fiction series, *Opposing Viewpoints* and *Current Controversies*, which presents the differing perspectives on controversial topics in each book of the series. *Through Indian Eyes* (1995) presents the history of America since 1491 from the perspective of Native Americans. *We Were There, Too* (Hoose, 2001) provides an additional look at American history from the point of view of children, yet another group of people who were once not given much voice in non-fiction material.

In the world of fiction, many authors offer alternative perspectives within stories. Some authors choose two or three characters to be the narrators of one story, switching points of view with each new chapter. Other authors like to offer a different angle on an original story, such as with fairytales or other stories in the public domain. In *The True Story of the Three Little Pigs* (Scieszka, 1989), the big bad wolf gives his account of the interactions with the famed three little pigs. *Wicked* (Maguire, 1995) presents an alternative take on the land and characters of *The Wizard of Oz* (Baum, 1900) and focuses not on Dorothy but on the life of the future Wicked Witch of the West. Capstone publishes a four book series titled *The Other Side of the Story* to give voice to the typical

villains in some traditional fairytales. Stories such as these open the minds of readers to experience a story or event from the point of view of characters who had been portrayed as antagonists previously.

Hunting

Even though only 6% of Americans participate in hunting, (U.S. Fish & Wildlife Service & U.S. Census Bureau [USFWS/US Census], 2012), most Americans approve of hunting. According to a 2011 survey conducted by Responsive Management for the National Shooting Sports Foundation, 74% of Americans support legal hunting. That level of support for hunting is consistent with survey results since 1995, “with approval and support continuing to greatly outweigh disapproval and opposition” (Responsive Management, 2011, p. 1). Furthermore, Responsive Management found that 95% of Americans, whatever their own opinion on hunting may be, agree that others have the right to hunt, if they do so legally. Mark Duda, the executive director of Responsive Management, acknowledges that most people who do not hunt have more concerns about the behavior of hunters rather than the sport of hunting (Lee, 2011).

Every five years, the U.S. Fish and Wildlife Service and U.S. Census Bureau (USFWS/US Census) conducts an extensive nationwide survey to collect data about the fishing, hunting, and wildlife-watching activities of the American people, and according to its most recent report, hunting participation is on the rise. According to the *2006 National Survey of Fishing, Hunting, and Wildlife-Associated Recreation (FHWAR)* (USFWS/US Census, 2007), 12.5 million people 16 years and older enjoyed hunting a variety of animals in the United States that year. By 2011, the number of hunters in that same age group increased by 1.1 million people, with 13.6 million people hunting that

year (USFWS/US Census, 2012). While the national hunting participation rate only increased from 5% to 6% in those five years, the FHWAR indicates that the 9% growth in the number of overall hunters between 2006 and 2011 is a significant increase (USFWS/US Census, 2012 & 2007).

The previous figures are estimated national averages; however, as data trends from the past U.S. Fish and Wildlife Service surveys (USFWS/US Census, 2012) show, hunting participation rates vary widely across the country, from region to region as well as state to state within each region. Coastal regions generally produce the lowest rate of hunters, whereas the states in the central United States typically produce the highest rate of hunters. In the Midwestern states west of the Mississippi River and one region of the South, hunting rates among the 16 and older population in 2011 were 10% and 11%, respectively (USFWS/US Census, 2012). In 2011, only 3% and 4-5% of people 16 years and older hunted in the Pacific and Atlantic states, respectively (USFWS/US Census, 2012). In 2006, however, Maine boasted a 14% hunting rate compared to its regional hunting rate of 4% (USFWS/US Census, 2007). As may be expected, hunting has always been more popular in rural areas than urban areas, with 2011 participation rates among 16 year olds and older at 13% and 3%, respectively (USFWS/US Census, 2012).

The same hunting trends of Americans ages 16 years and older hold true for American youth 6 to 15 years old. An analysis of each FHWAR survey since 1996 shows that national youth hunting rates have remained at 4-5% since 1995, with the actual number of youth hunters increasing (USFWS/US Census, 1997, 2002, 2007, 2012). There were 1.71 million youth hunters in 1995, 1.74 million in 2000, and 1.77 million in 2005 (USFWS/US Census, 1997, 2002, 2007). By 2010, 253,000 more youth

in the United States hunted than in 2005, bringing the estimated total to over 2 million (USFWS/US Census, 2007, 2012), an increase of 14% more youth hunters nationwide; 103,000 of that overall increase in youth hunters between 2005 and 2010 came from the Midwest, a regional increase of almost 48% (USFWS/US Census, 2007, 2012). In 2010, 318,000, or nearly 1 in 8, youth in the Midwest hunted (USFWS/US Census, 2012). Furthermore, in 2009, when this researcher gave a reading interest inventory to her sixth grade classes from a small southern Iowa town, 1 in 7 (12%) students reported hunting as a hobby.

To pique interest in reading or hunting, the adults who care about youth hunters often want to find and provide them with books that feature hunting. Requests by people looking for hunting books for youth of all ages can be found on various online websites and forums (Buckjunkey, 2012; Huntingdads, 2009; Monica, 2011). Librarians make similar requests of their colleagues through electronic mailing lists (Bashaw, 2012; Dunbar, 2011; McCoin, 2012). These adults looking for books that feature hunting are trying to capitalize on that notion of following one's interests, whether or not they are doing so at the request of the youth themselves.

However, many people and sources recognize that several books on the market for youth—at one time, at least—portray hunting in a negative way; hunters or their sport are often vilified in literature, as well as through other media outlets (Lee, 2011; Little Sportsman, 2008; Smith, 2004; Social Duckie, 2007; Shoemaker, 2009; Waite, 2011; Williamson & Williamson, 1984). In a 1998 article in the National Rifle Association's *American Hunter*, Chapman (as cited in Waite, 2011) states that:

In the world of currently available children's books, hunters orphan baby animals, enjoy killing for its own sake, force dogs to retrieve dead birds against their will,

are greedy and dim-witted and have no respect or love for wildlife. Against this backdrop, parents who hunt are often forced to explain to their children that they are not mean, stupid, or thoughtless like the ‘hunters’ portrayed in children’s books. (para. 3)

The hunting books with such messages may lead youth who hunt to “feel outside the text, so to speak” (Smith, 2004, p. 525), as well. By the standards of Freeman and Freeman (2004), books with those negative portrayals of hunting would not be considered to have high cultural relevance to youth hunters.

Furthermore, youth who are nonhunters may begin to stereotype all hunters negatively if their only exposure to them is through an onslaught of such tainted books or other media. Some hunters may behave poorly in an illegal or unethical manner, but certainly not all of them do. However, not all children have adults in their life who could or would explain or defend the actions of hunters. Indeed, if left to just the literature, what overall message are American youth receiving about hunters and hunting?

Deficiencies

Previous research does not provide reading professionals or non-professionals with any comprehensive list of hunting books for youth. This researcher searched for professional bibliographies on this topic in many library catalogs, including those of the Great Prairie Area Education Agency, University of Northern Iowa, WorldCat, and Library of Congress. No comprehensive bibliographies of books featuring hunting were found in the database of Wilson’s Core Collections or on the general web, either, including various national hunting association and organization websites:

- Ducks Unlimited
- National Hunters Association
- National Rifle Association

- National Shooting Sports Foundation
- National Wild Turkey Federation
- Pheasants Forever
- Safari Club International
- U.S. Sportsmen's Alliance, and
- Whitetails Unlimited

The researcher did locate suggested book lists for children about a variety of nature-related topics on the Iowa Department of Natural Resources (2013) website, but there was no book list dedicated to the topic of hunters or hunting. The researcher could find only two professional articles addressing the hunting issue within youth literature (Smith, 2004; Williamson & Williamson, 1984), with a combined total of 25 books about hunting mentioned in the articles.

Significance

Adults, such as parents, friends, librarians, and teachers, who care about the reading habits of youth hunters will benefit from this research. They could use a bibliography to select books about hunting for youth of any age who may or may not already be exposed to the culture and sport of hunting. It is the hope of the researcher that by reading such books, the youth will become more engaged readers, thus better readers.

Yet another hope of the researcher is that through a comprehensive bibliography youth of all ages will have wider access to and enjoy hunting stories which do not vilify hunters or their sport. Hunting does play a significant role in rural cultures throughout the United States (USFWS/US Census, 2012), being “steeped in tradition that encourages

family bonding and cultural identity” (Bronner, 2008, p. 11), and youth need to read books that are culturally relevant to their lives (Freeman & Freeman, 2004). Anyone who wants to teach about or seek diverse perspectives could benefit from the research, as well.

Additionally, the researcher will benefit from this project. She is a teacher-librarian at two school districts in southern Iowa, an area well-known for its quality deer hunting. In fact, a world-record buck was shot by fifteen year-old Tony Lovstuen in 2003 (Dobie, 2012) within two miles of the researcher’s home. The famous Lovstuen, or Albia, buck holds two world records: largest non-typical whitetail taken by muzzleloader and the largest whitetail ever taken by a hunter (Dobie, 2012). Consequently, the researcher serves many students who take interest in hunting, most of them boys who are also reluctant readers. She frequently encounters many boys who re-read the hunting classic *Where the Red Fern Grows* (Rawls, 1961) several times throughout their school career. The researcher is eager to provide these students with a wider variety of hunting literature to keep them engaged in reading.

Problem Statement

Librarians, teachers, and other adults who care about the reading habits of youth hunters often want to encourage those youth to read by giving them books that feature hunting. Yet many books portray hunting in a negative, rather than a positive or neutral, way. Furthermore, there is a lack of any comprehensive bibliography that could help reading professionals and non-professionals identify such books.

Purpose Statement

The purpose of this research is to create a comprehensive bibliography for usage by both reading professionals and non-professionals to assist in the selection of youth books that feature hunting.

Research Questions

1. What novels or picture books for youth that feature hunting are available today?
2. Which novels or picture books for youth that feature hunting portray the sport or its participants in a positive, or at least neutral, way?
3. Which novels or picture books for youth that feature hunting have been favorably reviewed by a professional journal or resource for librarians?
4. Are there any trends in the portrayal of hunters or hunting among the novels or picture books that have been favorably reviewed by a professional journal or resource for librarians?

Limitations

This project is limited to books for youth that feature hunting that are still in print or are available and date back no more than 20 years. Books that feature hunting that are listed in Wilson's Core Collections but are older than 20 years—those which may be considered classics—will also be included. This project is also limited to picture books and fiction books; non-fiction books will not be included. Due to the comprehensiveness of the bibliography, the researcher may not read all books listed; in these cases, the portrayal of hunting will be based on available professional book reviews, summaries, publisher's description, or non-professional book reviews.

Definitions

Adult hunter- a person 16 years of age or older who participates in hunting (USFWS/US Census, 2012)

Hunting - The sport of shooting or attempting to shoot wildlife with firearms or archery equipment. (USFWS/US Census, 2012)

Reluctant reader - A person who, for whatever reason, chooses not to read

Youth hunter - a person 6 -15 years of age who participates in hunting (USFWS/US Census, 2012)

CHAPTER 2

LITERATURE REVIEW

Introduction

The purpose of this research project is to create a comprehensive bibliography for both reading professionals and non-professionals to assist in the selection of books for youth that feature hunting. Emphasis will be placed on identification of how hunters or their sport are portrayed in the books, as many sources cite a concern at the lack of positive or at least neutral portrayal of hunting in books for children and adolescents. The themes of hunters and hunting, culturally relevant texts, and student interests are all important areas of research that are relevant to this project.

Hunters & Hunting

Hunting is a sport enjoyed by people all across the United States. In many parts of the country—rural areas, especially—hunting is part of the local culture and is widely accepted as both a hobby and custom. It is perhaps one of the oldest customs of the world, existing since the caveman hunted animals for food, supplies, and protection. Since that time, the purposes of hunting have evolved, just as people and their means of communication have evolved.

Perhaps one of the oldest forms of communication, and that still exists in modern times, is oral storytelling. In the autumns of 2002 and 2003, Greenwood (2004) studied patterns in the hunting stories told by her father and uncle and was able to produce a characterization of hunter behavior, not in literature but, in the folklore of storytelling. It was tradition for the men in her family to attend an annual deer-camp in Utah. As a female, though, Greenwood had never been to deer-camp and did not fully understand the

culture of hunting in which her father participated; yet she did want to learn about the hunting culture and hunting identity of her father. On one occasion she started asking her father questions about the annual hunting expedition; when she was then invited to attend the trip with her father and uncle, Greenwood accepted the invitation, and her research began.

The objects of Greenwood's (2004) research were the stories that her father and uncle told each night around the campfire. Through the collection, transcription, and analysis of the stories of past hunting trips, Greenwood sought to identify the traits of hunters that her father and uncle did and did not find acceptable or admirable. Greenwood based her examination of hunter characterization on the work of Vladimir Propp, who identified seven characterizations in the kinds of folktales he studied.

Similar to Propp, Greenwood (2004) found identifiable patterns in her collection of hunting stories. It led her to identify and label eight characterizations within the hunting stories: hero, clown, average Joe, novice, trigger-happy, undesirable, self-destructive, and nature. Nature, of course, is not an actual hunter, but it is certainly a foe that hunters must be prepared to go up against. The weather can change very quickly and present dangerous situations for an unprepared hunter. The hero hunter is one who is of excellent hunting skill, knowledge, and ethical values, with a cool, confident, witty yet humble demeanor. Clowns of the hunting group provide comic relief in the hunting scene through their poor choices but are generally not looked down upon by others. An average Joe is neither looked down upon nor held in reverence. This type of hunter experiences some hunting success and some hunting failure, depending on moments of cleverness or hasty decisions, thus good or bad luck. Novice hunters are simply that because of their

inexperience and unfamiliarity with hunting. Moments of initiation abound with novice hunters, but their choices also serve as a good reminder why certain hunting or camp rules exist. Novice hunters often move out of this category when they earn the respect of their fellow hunters by demonstrating that they have learned from their mistakes.

However, a novice hunter can also sometimes play the role of a trigger-happy hunter, which is one of the hunting characterizations identified by Greenwood (2004) that is looked down upon by her father and uncle. Trigger-happy hunters are often power-hungry, obsessive about, or just anxious to shoot and use their guns. More often than not, they view hunting as a competition and have a thirst for blood. Hunters who disobey the legal laws or ethical rules of hunting, whether trigger-happy or not, fall into the category of undesirables; these include poachers, those hunters who kill more animals than they truly need, or those with sloppy shots and thus cause more suffering to an animal than if a proper and careful shot had been made. Hunters who make careless decisions that lead to tragic events are characterized as self-destructive hunters. Sometimes it involves carelessness with weapons, but other times it is a matter of common sense: over-exertion causing heart attacks, or using heaters in an unventilated tent or camper causing asphyxiation.

Many of the characterizations of hunter behavior that Greenwood (2004) identified in the stories of her father and uncle can also be seen in literature that features hunting and hunters, as studied by Smith (2004). While the research Smith conducted on the topic of hunter portrayal in adolescent literature may not be technically deemed as scholarly, this researcher does believe that it merits discussion in this literature review

because of its high relevance to this scarce research topic. In fact, it is the work of Smith that provided some of the motivation and justification for the current research project.

Smith (2004) was concerned at the lack of books for children and adolescents that portrayed hunting in a positive, or at least neutral, way. Smith recognized that in the children's and adolescent's book publishing world, most hunting books "ridicule or condemn those who engage in a widely practiced and perfectly legal sport" (p. 521). In her research, Smith conducted a qualitative analysis of some hunting books for children and adolescents in order to identify the typical categories that those books fall into and to identify some books that portray the activity in an acceptable way. Smith also sought to find out why the children's and adolescent's book publishing industry publish so few books that deal positively with hunting.

The qualitative analysis performed by Smith (2004) indicated adolescent novels that feature hunting could be separated into eight categories. Some of the books that Smith analyzed were categorized into simply taking place against a hunting background. Books in this category may not portray hunting positively but at least were set in a place with a hunting culture. Another category was books in which hunting was presented as a rite of passage into adulthood. However, Smith pointed out that many rite of passage stories portrayed hunting negatively because they depicted that when taking an animal's life the hunter's innocence was taken along with it.

Smith (2004) identified two other categories that portrayed hunting in a negative way. In the bad guy category, hunters were depicted as characters that chose to hunt illegally or unethically. The anti-hunter category stories with protagonists who openly opposed hunting. However, Smith noted that some of these anti-hunter stories do, at

least, provide a context for the pros and cons of hunting to be debated within the storyline.

Smith (2004) identified four categories of stories in which hunting is portrayed as an acceptable activity. Two of those categories only accepted hunting when done out of necessity, though. Some books only portrayed hunting as acceptable when done for utilitarian purposes, such as to provide a family with meat for consumption. Other books portrayed hunting in an acceptable manner when it is necessary for one's survival; this category could also be called "The Brian Exemption," a term coined by Smith (p. 528) based on Gary Paulsen's *Hatchet* series. Another category that Smith identified was when hunting is presented as an acceptable activity but is presented alongside a different behavior which is presented negatively, such as school violence.

The last category that Smith (2004) identified as portraying hunting positively was that in which 'the thrill of the hunt' was embraced. Such books—Smith identified only two—follow the hunter through the excitement of the hunting trek in search of their target. In both books, the hunters do not conclude their trips by killing the deer, but Smith reports that the books embrace the culture and experiences of hunting like none of the other books do.

To obtain answers to why there is a lack of books that portray hunting positively, Smith (2004) interviewed several professionals in the youth publishing industry. Some of the reasons cited lend themselves to the notion that the urban culture, attitudes, and beliefs of the people in New York City influenced the books that get published. Many people in a big city may not be aware that hunting is a popular activity for adults and youth in rural areas. One publisher cited urban residents' aversion to guns and the

subsequent publishers' awareness that this aversion could negatively affect sales.

However, most publishers Smith interviewed reported that they did not receive many manuscripts that portray hunting positively. They contended that as long as a story is of good quality, the topic does not matter.

Smith (2004) closed her research article with a resounding conclusion that appears to be a cry for publishers, authors, and researchers to challenge the status quo of hunting books for youth:

The absence of children's books on hunting appears to be built on a raft of assumptions: writers assume that publishers won't accept submissions, publishers assume that no writers are interested in hunting, everyone assumes that the market won't support positive depictions of hunting--and no one seems to be interested in interrogating these assumptions (p. 531).

This researcher, however, is going to conduct a different kind of 'interrogation' into the existing literature for youth that features hunters, and she thanks Smith (2004) and Greenwood (2004) for their contribution to the current project.

Culturally Relevant Texts

The demographics of the national studies on hunting show that males make up the majority of hunters in the United States (USFWS/US Census, 2012). Likewise, males make up the majority of the reluctant and struggling readers in American schools. Such reluctant readers struggle to maintain engagement in what they read, and for many reluctant readers, their reading comprehension scores reflect these struggles. However, many studies showed that providing readers with culturally relevant reading material increases both reading comprehension and engagement.

Freeman and Freeman (2004) reported on the benefit of using culturally relevant books and used a rubric of questions to determine the cultural relevance of books to the

lives of readers. Cultural relevance refers to when people identify with something because it mirrors their own background and cultural experience. Reading culturally relevant material is important because it helps increase reading comprehension, not just because the readers are more engaged, but “because their background knowledge helps them make predictions and inferences about the story” (p. 7).

Freeman and Freeman (2004) were concerned at the low number of culturally relevant books that English language learners were reading. Therefore, the researchers wanted to help students and teachers answer the question, “What makes a book culturally relevant” (p. 8)? To achieve this goal, the researchers applied questions from a cultural relevance rubric to several books about Latinos in the United States; books used were those that exemplified each question on the rubric.

The results of this study were two-fold. First, by answering the cultural relevance rubric questions, Freeman and Freeman (2004) provided educators with a list of books which Hispanic students might find culturally relevant and an explanation of the reasoning. Perhaps more importantly, Freeman and Freeman provided educators with a rubric to assess cultural relevance beyond ethnicity. The rubric of questions, developed by one of the researchers while in college, had not been previously published and “can be used with mainstream students as well as with students of different cultural backgrounds. The questions focus on ways the characters and events in the book match up with the lives of the students in the class” (p. 8), such as sharing similarities in age, sex, language, location, families, and life experiences. Freeman and Freeman asserted that all youth need to read books that are culturally relevant to their lives.

Ma'ayan (2010) conducted a study that confirmed the worth of culturally relevant texts to another demographic—urban females. While this audience may seem to be in stark comparison to rural male hunters, the results of the research are relevant. While conducting a larger qualitative study on the literacy practices of adolescent girls at an urban middle school, Ma'ayan was intrigued by one at-risk girl in particular, who remained silent and disengaged during class but then came to life in the hallways and other settings. It was discovered that the girl, with the pseudonym of Erika, did in fact enjoy reading and engaged in multiple literacies; but she disengaged herself from classroom learning because her life experiences were about complex topics, such as gangs, violence, and sexuality, which were not up for discussion in her formal middle school classroom setting.

Ma'ayan (2010) wanted to find teaching strategies for use with students like Erika to develop their literacy and combat their disengagement in the classroom. The action-research was conducted over a nine-month period through observation and interviews with Erika, both individually and in a small literacy group with other girls, as well as through collection of her school work and other artifacts.

As a result of the research, Ma'ayan (2010) made three recommendations for improving student literacy and engagement in urban middle schools: use culturally relevant texts, use age-appropriate texts, and allow for open discussion of controversial issues in classroom settings. Ma'ayan advocates that the whole learning community—administrators, teachers, librarians, and parents—needs to work together to allow for students' real voices and experiences to be heard in school and “to promote the pedagogical practice of providing students with compelling texts that resonate with their

lives” (p. 651). Furthermore, in reference to the important issues in Erika’s life, Ma’ayan stated the following:

She needed texts, both fiction and non-fiction, that could give extended meaning to this area of exploration in her life. These were the texts which would pull Erika in and compel her to develop her literacy by actively engaging her, both as a reader and a learner (p. 651).

The texts spoken of in this quote, intended for an urban female, may be about different topics than what a rural male may want to read about, but the concept is the same: provide readers with texts that actively engage them in their reading experience because they can relate personally to the text.

Like Freeman and Freeman (2004) and Ma’ayan (2010), Lester (2012) focused on ways that teachers could enhance the literacy of their students, but Lester conducted her study in a rural community. Lester had grown up in a rural middle-class home, but until she moved back from the suburbs years later for a teaching job “was unaware of the stress, poverty, and isolation that many rural children face” (p. 407). Such factors, Lester learned in her literature review, can have adverse effects on the education of children from rural communities, putting them at-risk for academic trouble. Thus, Lester conducted research to answer the following question: “What strategies can teachers incorporate into their instruction to bolster literacy development, achievement, and success of students in rural schools” (p. 407)?

Lester (2012) studied two research-based strategies for use by teachers in rural communities: virtual field trips and place-based education. The article provided an explanation of the two strategies, their benefits, steps for planning such lessons, and exemplary vignettes of each strategy. The lessons were conducted at an elementary

school in rural Appalachia, with the place-based education lesson taught to third grade students.

Lester's research (2012) explained that place-based education (PBE) is a framework for instruction seeking to bridge school curriculum subject matter with students' knowledge of their community's culture, environment, and history. Lester frequently cited the incorporation of culturally relevant literature as one component of PBE lessons. The benefits of PBE were two-fold: students increase their comprehension of subject standards through a context familiar to them, and through this, the value and importance of their own community was reinforced. Culturally relevant literature helped to provide students with those familiar contexts.

Student Interests

Boltz (2010) conducted research within a rural community not too far from where Lester (2012) conducted hers. Boltz (2010), however, focused on the reading preferences and attitudes of teen boys in rural North Carolina. Boltz was concerned about the 'boy crisis' with reading in the 2000s and how not many boys she encountered professed to be 'readers.' Therefore, the purpose of her research was to examine the reading habits, attitudes, and motivations of teen boys who attended school in rural North Carolina. Boltz also wanted to give those boys a voice to identify how they feel about reading and how they position themselves as readers.

Boltz (2010) sought to answer primarily four questions: what types of materials are boys reading; why are they reading the things they do read; how much time are they spending reading; and what format do they prefer, print or digital media? In her research, Boltz also wanted to know whether the boys' end of grade elementary reading test results

were indicative of their reading behaviors as teens; Boltz also sought advice that the participants might have for adults who want to help boys read better and read more.

To complete this research, Boltz (2010) used both quantitative and qualitative methods with the 27 male teenage participants of her study. Quantitative methods were employed in the first two stages of research, in the collection and analysis of the participants' end-of-grade reading test scores and a self-administered Motivation for Reading Questionnaire. Then came the three-week journaling phase for the boys during which they were to record each reading event in which they partook. Specifically, the boys were to record what they read; how long they spent reading it; their purpose for reading; and what format the material was in, either print or digital. Participants did not write down their reading events; instead, they were given MP3 players on which to audio record each reading event. The last phase of the project consisted of Boltz personally interviewing 16 of the participants to gain more insight into their habits and thoughts about reading.

Among other things, one result of Boltz's (2010) research confirmed what other research had shown: young men like to read about topics that interest them. The journal and interview data showed that when reading for school, boys wanted to be reading something of relevance or interest to their own lives; however, the participants indicated this is very rare of their school assignments. When reading for other purposes besides school, such as for fun, entertainment, or information, the boys in the study overwhelmingly read materials about either their own hobbies or topics they found personally interesting.

When Boltz (2010) asked the young men in her study what parents, librarians, and teachers can do to help make reading more enjoyable for boys or to help them read more or better, the advice the participants gave was very reflective of what the research in her extensive literature review showed. Of particular interest and relevance to this research project were the following student suggestions that Boltz mentioned on page 212:

- finding material that students are interested in,
- self-selection of materials for class assignments,
- having characters with whom the student can relate in the stories they are required to read,
- asking students what they're interested in and making material available,
- "just give me some topics that I like,"
- a wide selection of materials and genres available that reflect the interests of different students,
- relating classroom reading to hobbies and interests,
- asking students what they like and then basing assignments on their answers, and
- personal choice rather than teacher choice

One of the participants told how his parents capitalized on providing him with reading material of interest. When Boltz (2010) asked him what he remembered about learning to read, he replied:

I remember that it actually came pretty easily to me. Number one because my mom and dad, when they taught me how to read, they picked out things they knew I'd be interested in. And I can't quite remember what that was, but when they did practice with me they always practiced with things I liked. (p. 140)

This statement, along with many of Boltz's research indications, provided resounding justification for the current research project. "Using students' hobbies and other interests and finding reading material that correlates with those interests" (p. 208) was recommended by Boltz, "so that librarians can develop better and more relevant collections" (p. 213).

Sullivan's (2010) *Serving Boys Through Readers' Advisory* offered much of the same advice as Boltz (2010). The work of Boltz, however, was a lengthy dissertation while Sullivan's (2010) work is a succinct guidebook for people who want to connect boys with reading. In the introductory chapter, Sullivan stated that "Neither boys or their literature are well-understood, so neither gets the respect it deserves" (p. viii). Therein is the motivation for the book, and in his beginning chapters Sullivan sought to explain how boys are different than girls in reading; what types, genres, and common traits of literature typically appeal to boys; how to conduct readers' advisory for boys, what to keep in mind when doing so, and how to deliver booktalks to boys successfully. Beyond that, in the bulk of the book, Sullivan provided hundreds of suggested titles through numerous book lists, booktalks, and suggested read-alikes for elementary school, middle school, and high school boys. The information in this book is grounded in the research of others and from Sullivan's 20 plus years of experience working with boys as a teacher, coach, librarian, author, storyteller and program director.

The beginning chapters of *Serving Boys Through Readers' Advisory* (Sullivan, 2010) did, indeed, provide insightful advice for understanding boys, the literature they tend to enjoy, and how to successfully connect the two. Of particular relevance to this research project was chapter three, the readers' advisory interview. Sullivan reported that

a readers' advisor should start an interview by first getting a boy to talk about his interests. By learning about what activities interest the boy, the readers' advisor can then match the interests of the boy to the plot—not necessarily a character that will 'speak to them'—of a particular book. For, as Sullivan mentioned in his earlier chapters, most boys prefer books that are more plot-driven rather than character-driven. Once the readers' advisor knows what the boy's interests are, then he or she can ask about his prior reading experiences. It is a mistake to flip those steps around. "Allow the boys' interest to drive the readers' advisory encounter" (p. 22).

Further in chapter three, Sullivan commented on the issue of popular versus quality literature. Readers' advisors must avoid the urge to give boys so-called quality literature unless that is what they ask for. Sullivan stated, "Books that appeal to girls and adults are considered to be of high quality; books that appeal to boys are merely popular," (p. 20) and he pointed out that the people who select award-winning, 'quality' books are mostly adult women. If the boy does ask for a book of good quality, readers' advisors must be sure to ask the boy what he means by 'good.'

Sullivan (2010) also reported that readers' advisors should not discourage boys from reading a favorite type of book. People, and boys in particular, often go through spurts of reading books on one topic or in one genre, and sometimes a "boy simply wants to read something comforting and familiar" (p. 20). Readers' advisors are reminded that these scenarios are ok to encourage because at least the boy "is reading, and a self-motivated reader is more likely to be a life-long reader" (p. 20). Again, readers' advisors must listen to what the boy wants.

However, some special circumstances add further challenges to connecting boys with books. Such situations are addressed in chapter four of Sullivan's *Serving Boys Through Readers' Advisory* (2010). Sometimes a boy will be the individual asking for a book because he needs one for a homework assignment or because a parent told him to get one. Sometimes, a parent will be the individual asking for a book for his or her son; other times, the boy and his parent may be together. Each of these situations presents complexities.

When a boy needs a book for a homework assignment, the readers' advisor must get the facts about the assignment and its requirements (Sullivan, 2010). Sometimes reading assignments have very strict guidelines, such as a certain title, author, genre, length, or reading level; other times, students may have more control over what book they can read. The key to success in this situation is for the readers' advisor to offer the boy several reading options which fit the parameters of the assignment and which also contain elements of literature that usually appeals to boys.

The second scenario Sullivan (2010) presented in chapter four is when a parent is the driving force behind the need for the book. In the case that either the boy or parent is alone, Sullivan recommended the readers' advisor to "obviously lean toward the wishes of the present party" (p. 26). However, Sullivan recognized the need to cater to the wishes of both the parent and boy, for librarians serve both parents and youth (ALA, 1999; Sullivan, 2010), and educators certainly do, too. Children have the same freedom to read that adults do (ALA, 1999); however, parents also "have the right to control their child's reading" (Sullivan, 2010, p. 26), through means of proper discussion and guidance

with their child; librarians, though, are not and should not be expected to impose parental guidance upon the youth they serve (ALA, 1999).

When faced with both parent and boy, Sullivan (2010) suggested that the reader's advisor should, again, focus first on learning about the boy and his interests, then on his prior reading experiences. If the readers' advisor is talking to just a parent, know that any information received about the boy is going to be somewhat limited to the parent's perspective of their child. Again, though, Sullivan recommended to get the parent talking about what the boy is like and what he likes to do. The readers' advisor must also listen to the concerns, needs, and wants of the parent and ultimately offer multiple reading suggestions that match the needs of both parent and boy. The boy should then have many reading options from which to choose, and he will hopefully enjoy at least one of those books. For, as Sullivan stated on page 22:

Reading is not about one book or one experience. Readers' advisory can be a long-standing relationship but only if the boy trusts that his interests and opinions are honored. You do not do readers' advisory to get the boy a book; you do readers' advisory to make the boy a reader.

Summary

The review of the literature revealed findings important to this study. The scarce research on hunters and hunting revealed how hunter behavior can be characterized (Greenwood, 2004) and how youth literature that features hunting can be categorized (Smith, 2004). In studies by Freeman and Freeman (2004), Ma'ayan (2010), and Lester (2012), it was found that using culturally relevant texts can increase student comprehension and engagement in reading. Finally, Boltz (2010) and Sullivan (2010) both indicated the importance of matching boys with reading material that correlate to

their personal interests. These findings serve as a guide for the researcher in the creation of an annotated bibliography of books for youth that feature hunting.

CHAPTER 3

PROJECT PROCEDURES

Research suggests that to increase students' engagement in reading tasks, the reading material needs to reflect students' interests or be culturally relevant to their lives in some way. Many students across the country, especially boys in rural areas, take interest in the sport of hunting; and the librarians, teachers and other adults who care about the reading habits of those boys want to provide them with books that feature hunting. However, there is a lack of any comprehensive bibliography that could help students or adults identify books about hunters or hunting. Therefore, the purpose of this project is to create a bibliography for reading professionals and non-professionals to assist in the selection of youth books that feature hunters or hunting. Moreover, because many sources cite a concern at the lack of positive or at least neutral portrayal of hunting in books for children and adolescents, the researcher will identify how hunters or their sport are portrayed in these books for youth.

Project Parameters

The comprehensive bibliography includes books that feature hunting in some way, despite how the sport and its participants are depicted and regardless of whether the book has been favorably reviewed by professional reading resources. Books included in the bibliography are limited to those that are classified as either easy—i.e. picture books—or fictional works. Therefore, the targeted interest level of books included in the bibliography is for youth of a wide age range, from birth through adolescence. Books with a copyright date of 1993 or later are included, as well as any books with an earlier copyright date that are considered classics (defined through inclusion in the *Wilson's*

Core Collection series). Titles with an original copyright date before 1993 but that have been reprinted after 1993 are also included in the bibliography due to their continued popularity.

Furthermore, the books listed in the annotated bibliography are limited to stories that feature hunters or hunting in a traditional American setting, in a current time period. The researcher decided to limit her annotated bibliography to the more traditional, modern hunting stories because she thought those would be of most interest to her identified audience. This includes stories that take place or have wild game in habitats of, or similar to, the continental United States and Canada. The various game that is hunted in the featured titles include deer, turkey, moose, elk, caribou, bear, wolves, cougar, bighorn sheep, badger, fox, raccoon, alligator, duck, pheasant, crow, other birds, rabbit, opossum, squirrel, and frogs. The stories listed in the annotated bibliography take place in either the 20th or 21st centuries.

The aforementioned limitations therefore exclude hunting stories set in other times and places; such hunting stories are not featured in the annotated bibliography. Stories set in prehistoric times or the wild frontier days of North America, the latter category featuring historical Native American hunting stories and Westerns, as well, are not included in the annotated bibliography. Inuit and other arctic hunting stories are not included, nor are safari hunting stories, those set in jungles, or books based on the motion picture *Open Season*. Another type of story not included in the annotated bibliography are non-traditional hunting stories that could be categorized as science-fiction, dystopias, horror, or those in which humans are the game. However, because the researcher collected titles of all the aforementioned types of hunting stories (see Appendix A) in her

initial data collection, she still decided to list the other titles in a supplementary bibliography after the annotated bibliography of traditional hunting stories.

Project Format

The format of this project is an annotated bibliography presented in chart format in two sections. The first section includes books that are classified as easy picture books; the second section lists books classified as fictional chapter books or novels.

Bibliographic information was written using the format of the Modern Language Association. Titles that are reprints of an older version include two copyright dates: the most recent date listed first, followed by the original date of publication. Annotations for each title also include, when possible:

- Interest level,
- A brief summary,
- Number of pages,
- Identification of the overall portrayal of hunting/hunters,
- Notes about hunting aspects of the story (i.e. setting, game, themes, book review comments, and outcome of the hunt or story)
- A coded identifier for sources that reviewed the titles and the publication date of the review
- Awards the title has been given,
- Professional selection tools that list the title, and
- Whether the title has favorable reviews among professional journals or resources for librarians

The project also contains a third section that includes a book list of titles that fall into the other categories of hunting stories identified by the researcher (see Appendix A). The titles listed in the third section of the project are divided into their respective categories; the bibliographic information is written in the format of the Modern Language Association followed by a brief summary of the book. E or FIC precedes the bibliographic information of each book to indicate whether it is an easy picture book or a fictional chapter book. Additionally, the comprehensive bibliography is published on the Internet at <https://sites.google.com/site/huntingbooksbib> for the benefit and access of anyone.

Procedures

The researcher began this project by consulting several resources for youth books that feature hunting, including, but not limited to, the following sources:

- *A Hunting We Won't Go* by Vicky Smith (2004)
- *Best Books for* series (children's, middle school and junior high, and senior high) by Barr and Gillespie (2009a, 2009b, 2010)
- Wilson's Core Collection series (children's, middle school, and senior high)
- Children's Literature Comprehensive Database
- SILO Locator – Iowa's interlibrary loan locator.
<http://locator.silo.lib.ia.us/cgi-bin/search.cgi>
- World Cat. www.wordcat.org
- Library of Congress catalog. <http://catalog.loc.gov/>
- Websites already encountered during the current research project, especially sites from hunting and wildlife special interest groups

- Book review websites such as Amazon, Barnes & Noble, and Goodreads

As the researcher came across books relevant to the project, she recorded bibliographic data about each book in an Excel spreadsheet. Such data included standard information such as title, author, illustrator, publisher, place of publication, and publication date. The researcher also initially recorded for each book, when available, the brief summary, number of pages, interest level, professional sources which reviewed the book (such as *School Library Journal*, *Horn Book Guide*, etc.), notes about the portrayal of hunters or hunting, the overall portrayal of hunters or hunting within the book, the type of book (whether a picture or chapter book), and in which databases or online catalogs the books were listed.

The researcher first searched the H. W. Wilson Core Collection series for books about hunters and hunting. Her initial subject search for the terms hunting fiction, hunters fiction, or hunting stories only resulted in twenty-seven results. Some of those books were irrelevant to the project, though, because they were about bounty hunters or hunters of supernatural beings, such as witches, vampires, unicorns, etc. The researcher suspected there might be more books included in the core collections that featured hunters or hunting besides those listed with a subject heading containing hunt*.

Therefore, the researcher then expanded her search for books in the H.W. Wilson Core Collection databases to a keyword search for “hunt*” but with some limitations to eliminate as many irrelevant types of hunting or hunters as possible. The limitations consisted of excluding variants of the following types of hunting or hunters: bounty, witch, unicorn, vampire, zombie, demon, slave, treasure, fossil, egg, or job. The researcher also eliminated some other common irrelevant results from her search

including specific authors with variants of hunt in their last names (such as Erin Hunter). This keyword search with limitations still generated hundreds of records for the researcher to sift through, but in the end it provided her with several other books that featured hunting or hunters. Some examples of these books that did not include a subject heading with a variant of hunt in them include the positive *A Thanksgiving Turkey* (Scheer, 2001), *Swift* (Blake, 2007), *Meely Labauve* (Wells, 2000), and even *Where the Red Fern Grows* (Rawls, 1961).

The researcher then moved on to other online sources and databases to search for books featuring hunters or hunting, but she found none that had search features as advanced as the H.W. Wilson Core Collection series. The researcher performed subject heading searches within the other resources because a keyword search for variants of the word hunt often resulted in thousands of records, many irrelevant to this project. Therefore, the researcher limited searches in the remaining resources to just subject heading searches.

The Children's Literature Comprehensive Database would not allow for exclusion of certain words in a search, so the researcher performed a subject heading search for hunt, hunts, hunting, hunter, hunters, or hunted, along with the limiters of just fiction published between 1993 and 2013. Within both the Iowa Locator and the Library of Congress, the researcher searched the following subject heading terms: hunting – juvenile fiction, hunting –fiction, hunters – fiction, hunters – juvenile fiction, hunting stories, and American hunting stories. These two resources allowed for sorting results by publication date, so the researcher just did not record titles published before 1993. WorldCat allowed the researcher to exclude some irrelevant types of hunters and hunting; her subject search

for hunting still resulted in many irrelevant results for the researcher to search through and, curiously, included variants of the word hunt in subject headings.

Once the researcher completed her search for potential titles to include in the bibliography, she had a list of over 200 titles that featured hunters or hunting. However, during initial data collection she noticed that the hunting stories could be categorized into certain types of hunting by the setting of the stories (see Appendix A). Most of the titles fell into the category that the researcher identified as ‘traditional’ hunting stories, and it was then that she decided to further analyze the reviews of only those traditional hunting stories.

At that point in the research, before starting her analysis of the book reviews, the researcher took a break to pause and consider how she wanted her final project to look in chart form. The researcher decided that more meticulous details about the hunting aspects of the story might be appreciated and beneficial to those who used her bibliography. She decided to include information about the setting of the book, what type of game was being hunted, any themes that seemed to be present in the book (See Appendices B & C), book review comments, the outcome of the hunt or story (See Appendix C), and, of course, the overall portrayal of hunters and hunting.

Also at that time, the researcher’s professor suggested including more information from which librarians would benefit. Initially the researcher documented some review sources but not the dates of when the titles were reviewed, so she revised this to include dates. The researcher also added any awards the titles may have received and in which professional selection tools the titles may have been listed. In the final column of the

chart the researcher also added a column for quick reference by librarians whether the titles had received at least one favorable professional review.

To begin the next phase of research that consisted of consulting professional reviews of the stories that featured hunters and hunting, the researcher used two professional resources. She searched for reviews in both Children's Literature Comprehensive Database (CLCD) and the University of Northern Iowa's Rod Library Panther Prowler. The researcher searched both resources because she had previously noticed that CLCD did not include reviews from *School Library Journal*, and indeed she often found additional reviews listed in the university library database search. However, the researcher relied on information just in the CLCD to determine any awards the books may have won, not including state reading award list nominees or winners.

Often times, though, the researcher found few to no professional reviews for books in the professional databases or found reviews that did not reveal much of the information that was sought for the project. In these cases, the researcher consulted the online sites of Amazon, Barnes and Noble, and Goodreads for any non-professional reviews that would possibly reveal any needed information about a book. If no reviews were found on these sites, or if the abstracts did not reveal some of the needed information, the researcher then performed Internet searches to look for information about the book. The researcher limited these general Internet searches to a maximum of ten minutes for each title. Titles initially recorded by the researcher for which too little information could be found were omitted from the bibliography.

CHAPTER 4**PROJECT****COMPREHENSIVE BIBLIOGRAPHY FEATURING BOOKS ABOUT HUNTERS & HUNTING****Contents**

Codes & Abbreviations Used in the Comprehensive Bibliography

Section 1: Annotated Bibliography of Easy/Picture Books that Feature Hunters or Hunting

Section 2: Annotated Bibliography of Chapter Books/Novels that Feature Hunters or Hunting

Section 3: Supplementary Bibliography of Books that Feature Hunters or Hunting which Fall into Other Categories

Codes & Abbreviations Used in the Comprehensive Bibliography

Review Sources

(those in bold are highly regarded by the School Librarian Profession)

- AHWG – A Hunting We Won't Go by Vicky Smith
- Amz – Amazon
- **AR – Alan Review**
- AW – Author's Website
- **BCCB – Bulletin of the Center for Children's Books**
- BHP – Bowhunterplanet.net
- **BL – Booklist**
- **BR – Book Report**
- CCBC – Cooperative Children's Book Center
- CL – Children's Literature
- CMM – Canadian Review of Materials Magazine
- EL – Emergency Librarian
- FF – Familyfiction.com
- FO – Five Owls
- FS – Field & Stream
- FW – ForeWord
- GR – Good Reads
- **HBG – Horn Book Guide**
- **HBM – Horn Book Magazine**
- **KLIATT – KLIATT Review**
- KQ – Knowledge Quest
- **KR – Kirkus Reviews**
- LA – Language Arts
- LAT – Los Angeles Times
- LJ – Library Journal
- **LMC – Library Media Connection**
- LR – Literary Review
- MBR – Midwest Book Review
- NYT – New York Times
- NYTBR – New York Times Book Review
- OL – Outdoor Life
- Ppl – People Magazine
- PPT – Passporttexas.org
- **PW – Publisher's Weekly**
- QQ – Quill & Quire
- RB – Recorded Books
- RL – Resource Links
- RT – Reading Teacher
- SA – Sports Afield
- SDM – South Dakota Magazine
- SL – School Librarian
- **SLJ – School Library Journal**
- TL – Teacher Librarian
- TU – Times Union
- TWG – Thewaitegroup.com
- **VOYA – Voice of Youth Advocates**
- VQ – Virginia Quarterly
- WP – Washington Post

Kinds of Books

- E – Easy Picture Books
- FIC – Fictional chapter books

Portrayal of Hunters / Hunting

- + Positive
- Negative
- o Neutral
- n/a Not able to determine

Interest Level, Grade Level

- Pri – Primary, PK-2
- Int – Intermediate, 3-6
- MS – Middle School, 5-8
- JH – Junior High, 7-9
- SrH – Senior High, 10-12
- Adult – Adult

H.W. Wilson Collections

- WCC-Elem – Children's Core Collection
- WCC-MS/JH – Middle and Junior High Core Collection
- WCC-SrH – Senior High Core Collection

Section 1: Annotated Bibliography of Easy/Picture Books that Feature Hunters or Hunting

Interest Level	Bibliographic Information	Notes about Hunters/Hunting			Review Codes	Awards	Professional Selection Tools that list Title	Favorable Professional Reviews?*
		Overall Portrayal	Setting / Game / Themes	Comments from Reviews / Outcome of Story				
Pri - Int	Bagby, Libby. LUCKY'S PLOTT: A PLOTT HOUND TALE. Illus. Heidi Carr. Bloomington, IN: AuthorHouse, c2008. An account of a Plott Hound named Battle Cry, on his first hunt of the year, and how he adjusts from hunting in the woods to celebrating his new life as Lucky. 60 p.	+	Setting: North Carolina Game: Raccoon Themes: Bond with hunting dog; hunting is accepted	Hunting details presented well; doesn't shy away from hunting issue or the real dangers to a dog. <i>Unclear whether dog goes back to hunting after his accident.</i>	Amz; GR	n/a	n/a	No
Pri	Bartlett, Susan. OPENING DAY. Illus. Luanne Wrenn. Gardiner, ME: Tilbury House, c2007. Having taken a hunter education course and gotten a license, Sam feels ready for his first hunting trip with his best friend Eric and Eric's father, but once he gets close to a deer he is not certain he wants to shoot one.	o	Setting: Rural area Game: Deer Themes: Hunting is accepted; reluctant hunter; respect for nature	Explains why some people hunt, and some people do not-- but with the ultimate message that hunters and non-hunters can still be friends. Some Amazon reviewers say it is anti-hunting. <i>Bad luck allows for deer to live another day.</i>	Amz; MBR (9/07); KR (8/15/07);	WCC-Elem	WCC-Elem	Yes

Pri	Bingham, Mindy, and Penelope Colville Paine. MY WAY SALLY. Illus. Itoko Maeno. Santa Barbara, CA: Alinora Children's Collection: Academic Innovations, 2003. A little foxhound with the potential to lead the pack at the hunt someday forms a friendship with a young fox and has an adventure in Windsor Castle that sets her on a course of action for leading the hounds as they've never been led before. 46 p.	-	Setting: England Game: Fox Themes: Takes place against hunting background; anti-hunter; respect for nature	Dog leads hunters in opposite direction of fox after she sees that they corner a 'small, helpless fox'. PW admits it's for parents who want to bring home this lesson for their kids. <i>Dog 'sees the light'</i>	PW; SLJ (10/88)	n/a	n/a	No
Pri - Int	Blake, Robert. SWIFT. New York: Philomel Books, c2007. Johnny has wanted to help Pa and their dog Swift hunt for the winter's meat almost since he was born, but when a grizzly's lightning attack mangles Pa's leg, Johnny and Swift have to make their way through the forest and down the river to bring back help.	+	Setting: Alaska Game: Bear Themes: Bond with hunting dog; utilitarian hunting; hunting for survival; novice hunter; responsible, ethical hunting	A fine hunting story, if .not a little farfetched, but enjoyable. <i>Bags the game.</i>	BL (9/15/07); CL; HBM (9-10/07); KR (8/1/07); PW (9/10/07); SLJ (9/07);	Booklist Book Review Stars, 2007, ALA; Children's Gallery Awd, 2010; Storytelling World Resource Awd, 2008; WCC-Elem	WCC- Elem; WCC- MS/JH	Yes
Pri	Bonello, Kurt. WHEN PAPPY GOES HUNTING. Illus. Christi Bonello. Everett, PA: Bonello Studios, c1994. A little boy tells of when Pappy goes hunting and why he goes hunting. 24 p.	+	Setting: Rural area Game: Deer Themes: Takes place against a hunting background; hero hunter	Boy watches grandfather clean his gun and listens to stories about successful hunts; hunting portrayed as matter-of-fact part of rural life; explains reasons why people hunt in positive manner. <i>Outcome unknown.</i>	Amz; GR; TU; WG	n/a	n/a	No

Pri	Burningham, John. HARQUIN: THE FOX WHO WENT DOWN TO THE VALLEY. London: Random House Children's Books, 2000, c1967. The fox family lived peacefully on the hill, safe from the hunters, until Harquin began to explore the valley. 32 p.	-	Setting: Countryside Game: Fox Themes: Clueless, hateful hunter	When fox attracts attention of hunters, he acts as a decoy and leads them on a 'merry dance.' One reviewer says it is "guaranteed to turn any reader against hunting for good." <i>Fox lures hunter into world's muddiest bog.</i>	Amz	n/a	n/a	No
Pri	Butler, Matthew N. BILLY GOES HUNTING: A BOY'S JOURNEY TO DISCOVER THE VALUES AND TRADITIONS OF HUNTING. Illus. Karah Force. Art Bookbindery, c2007. A boy who visits his grandparents learns about the tradition and value of hunting . 25 p.	+	Setting: Rural Game: Themes: Takes place against hunting background; beneficial hunting	Author wrote it after daughter had been ridiculed at school and wanted a book that taught about environmental and ecological reasons for hunting.	Amz; PTT (6/12/08)	n/a	na	No
Pri	Carrick, Donald. HARALD AND THE GREAT STAG. New York: Clarion Books, c1988. When Harald, who lives in England during the Middle Ages, hears that the Baron and his royal guests are planning to hunt the legendary Great Stag, he devises a clever scheme to protect the animal. 32 p.	-	Setting: England, Middle Ages Game: Deer Themes: Respect for nature	"Clear anti-hunting statement reaches across the ages" <i>Hunting dogs confounded by boy's efforts; stag escapes.</i>	BCCB (3/88); FO (3-4/88); HBM (7-8/88); PW (2/9/90); SLJ (4/88)	WCC-Elem	WCC-Elem	Yes

Pri	Easterling, Bill. PRIZE IN THE SNOW. Illus. Mary Beth Owens. Boston: Little, Brown, 1994, c1993. Determined to become a great trapper like his older brothers, a boy baits a trap with a carrot and waits in the winter wilderness, but when he finally snags a starving rabbit, the aspiring hunter faces a crisis of conscience.	o	Setting: Rural area Game: Rabbit Themes: Takes place against a hunting background; respect for nature	Initially the boy is excited to go hunting, but <i>surrenders to the 'starving rabbit' and lets it go.</i>	BL (12/1/94); CL; HBG (Spring 95); PW (10/31/94); SLJ (10/94)	Christopher Awd, 1995; Lupine Awd, 1994; Please Touch Museum Book Awd, 1995; Society of School Librarians Intl Awds, 1995	n/a	Yes
Pri	Freedman, Claire. FOLLOW THAT BEAR IF YOU DARE. Illus. Alison Edgson. London: Little Tiger, 2008, c2007. Hare and Rabbit bravely venture off on a bear hunt together, carefully following the instructions in Hare's "Best Book of Bear Hunting."	o	Setting: Woods Game: Bear Themes: Thrill of the hunt	Characters track a bear; <i>retreat when they finally meet up with a bear.</i>	BL (6/1/08); CL; SLJ (8/08)	WCC-Elem	WCC-Elem	Yes
Pri	Gage, Wilson. CULLY CULLY AND THE BEAR. Illus by James Stevenson. New York: Mulberry Books, 1987, c1983. Cully Cully, the hunter, is chasing a bear, or is it the other way around?	o	Setting: Woods Game: Bear Themes: Thrill of the hunt; hunter becomes the hunted	<i>Hunter has bad luck and doesn't get the bear.</i>	BCCB (9/83); HBM (6/20/83); PW (7/1/83); SLJ (8/83);	WCC-Elem	WCC-Elem	Yes
Pri - Int	Jacobs, Robert H. LITTLE JAKE AND THE THREE BEARS. Illus. Mark Swan. Fillmore, UT: Little Sportsman, Inc., 2008. Little Jake is old enough to hunt alone and decides he needs a bear rug to keep him warm during the cold winter nights.	+	Setting: Forest Game: Bear Themes: Respect or nature; responsible, ethical hunting; thrill of the hunt	Pro-hunting story takes you through the hunt, from pre-hunt preparations to enjoying the fruits of success. <i>Bags the game.</i>	Amz; AW; SA (5-6/09)	n/a	n/a	No

Pri - Int	Jacobs, Robert H. LITTLE JAKE HUNTS ALASKA . Illus. Mark Swan. Fillmore, UT: Little Sportsman, Inc., 2008, c2007. Little Jake and his dad hunt for caribou and moose in Alaska, and they are in for a big surprise while calling for moose. 32 p.	+	Setting: Alaska Game: Caribou, Moose Themes: Loving father; respect for nature; responsible ethical hunting; thrill of the hunt	Dad teaches son ins and outs of a drop-camp caribou hunt and moose hunting. <i>Unclear whether they bag their game.</i>	AW; SA (5-6/09)	n/a	n/a	No
Pri - Int	Jacobs, Robert H. LITTLE JAKE'S BIG BOWHUNT . Illus. Mark Swain. Fillmore, UT: Little Sportsman, Inc., c2008. It's deer season and Little Jake pursues the King of the Forest. 32 p.	+	Setting: Woods Game: Deer Themes: Respect for nature; responsible, ethical hunting; thrill of the hunt	Offers the point of view of Bambi that maybe not all hunters are fire starting, unethical villains like some would have us believe. <i>Unclear whether he bags the game.</i>	AW; SA (5-6/09)	n/a	n/a	No
Pri	Jeffers, Susan. THREE JOVIAL HUNTSMEN . Mahwah, NJ: Troll Associates, 1993, c1973. Despite the many animals in the forest, three hunters see only a ship, a house, and a pincushion and find nothing to shoot.	-	Setting: Forest Game: Various Themes: Takes place against a hunting background	Hunters described as 'dimwits who hunt through a forest full of game without ever seeing any.'	Amz; BL; SLJ	Caldecott Honor Book, 1974; WCC- Elem	WCC- Elem	Yes
Pri	Johnson, Scott. I CAN'T WAIT UNTIL I'M OLD ENOUGH TO HUNT WITH DAD . Illus. Karen Johnson. Hubbardston, MA: Deer Pond Pub., c1995. A young boy tells of going into the woods with his father and hunting for deer.	+	Setting: Woods Game: Deer Themes: Respect for nature; responsible, ethical hunting	Tries to help kids understand hunting: ethics, rationale of it, and a how-to. <i>Bag their game.</i>	Amz; BL (2/1/96);	n/a	Best Books for Children, PS-Grade 6.	Yes
Pri	Kellogg, Steven. TALLYHO, PINKERTON! New York: Dial Books for Young Readers, 2002, c1982. While accompanying their owners on a field trip, a dog and a cat disrupt a hunting class. 32p.	-	Setting: Woods Game: Fox Themes: Takes place against a hunting background	Hunters mistake the cat for a fox and later on mistake a skunk for a fox. Humorous story, but <i>portrays hunters as clueless. Outcome unclear.</i>	Amz; BL; HBG (Fall 02); PW (2/18/02); SLJ (5/83)	n/a	n/a	Yes

Pri	Kleven, Elisa. THE DANCING DEER AND THE FOOLISH HUNTER. New York: Dutton Children's Books, c2002. A foolish hunter learns about the interdependence of plants and animals in their natural environment when he tries to take a singing deer out of the forest and sell it to the circus.	-	Setting: Forest Game: Deer Themes: Respect for nature	At first hunter is portrayed as greedy, wanting to make money off a dancing deer; but deer teaches him about nature. Therefore, <i>the hunter 'sees the light' and does not bag the game.</i>	BL (2/15/02); CL; HBG (Fall 02); KR (1/1/02); PW (2/11/02); SLJ (4/02)	Looking at the Environment, 2004, Bank Street College of Ed; Storytelling World Awd, 2003, Honor Book.	n/a	Yes
Pri	Lange, William. THE WHITE-FOOTED MOUSE. Illus. Bert Dodson. Piermont, N.H.: Bunker Hill Pub., c2012. An eight-year-old boy learns about hunting and the outdoors from his father, and when they discover a shivery mouse sharing the warmth of their camp stove, the boy reminds his dad of a lesson he was taught.	+	Setting: New Hampshire mountains Game: Themes: Hunting is accepted; loving father; respect for nature; responsible, ethical hunting	Boy's father teaches his son outdoorsman's lessons; for the hunting family with a strong respect for nature. <i>Father surrenders.</i>	MBR (11/12); PW (10/8/12); SLJ (2/1/13)	WCC-Elem	WCC-Elem	Yes
Pri	Langstaaf, John. OH A-HUNTING WE WILL GO. Illus by Nancy Winslow Parker. New York: Aladdin Paperbacks, 1991, c1974. Old and new verses for a popular folk song about hunting and capturing an animal--and then letting him go.	o	Setting: Forrest Game: Various Themes: Respect for nature	Loved primarily for its song format and silly, rhyming lyrics. <i>Yet hunters ultimately 'surrender' and release their game.</i>	PW (8/30/91); SLJ (9/85)	WCC-Elem	WCC-Elem	Yes
Pri - Int	Leaf, Munro. WEE GILLIS. Illus. Robert Lawson. New York: New York Review Children's Collection, 2006, c1938. Wee Gillis can not decide whether he wants to be a Highlander and stalk stags, like his father, or a Lowlander like his mother, and raise long-haired cows.	+	Setting: Scotland Game: Deer Themes: Respect for nature	Boy becomes quite good at both stalking deer and raising cows, but chooses to do something different that pleases both sides. <i>Unclear whether he ever bags the game.</i>	CL; HBM; KQ (3-4/07); PW (6/5/06); SLJ (11/85)	Caldecott Honor Book, 1939	n/a	Yes

Pri	Lovegreen, Kevin. LUCKY LUKE'S HUNTING ADVENTURES: THE SWAMP. Illus. Nathan Boemer. Edina, MN: Beaver Pond's Press, 2011. When Luke's dad brings him deep into a northern Minnesota swamp for a magical morning hunt, Luke finds adventure and nature at every turn in the trail. 51 p.	+	Setting: Minnesota Game: Whitetail deer Themes: Hunting is accepted; thrill of the hunt; kind and understanding father	Also available in a longer, chapter book format. Great story and fun adventure. Makes the outdoors come alive. <i>Someone gets the big buck.</i>	Amz; AW	n/a	n/a	No
Pri	Lovegreen, Kevin. TURKEY TALES. Illus. Margarita Sikorskaia. Edina, MN: Beaver Pond's Press, 2012. At last old enough to join Dad on a wild turkey hunt, Luke is bursting with excitement from the start. When he finally sees his first turkey roaming wild in the woods, he has to overcome his excitement and make sure he can take a good shot. 48 p.	+	Setting: Woods Game: Turkey Themes: Hunting is accepted; thrill of the hunt; responsible hunting; kind and understanding father	Also available in a longer, chapter book format. Kids who hunt really enjoyed it. <i>Outcome unknown.</i>	Amz; AW	n/a	n/a	No
Pri - Int	Lowry, Lois. CROW CALL. Illus. Bagram Ibatoulline. New York: Scholastic Press, 2009. Nine-year-old Liz accompanies the stranger who is her father, just returned from the war, when he goes hunting for crows in Pennsylvania farmland.	o	Setting: Pennsylvania Game: Crows Themes: Loving father; reluctant hunter; respect for nature	The bonding experience between father and daughter that day is more important than the hunting outcome. So when the girl makes the crow call and a whole flock comes to her, <i>her father does not shoot any out of respect for her wishes, saving them for another hunter, another day.</i>	BCCB (1/10); *BL (10/15/09); CL; HBG (Spring 10); KR (9/15/09); LMC (11/09); MBR (2/10); *PW (9/28/09); SLJ (10/09)	Best Children's Books of the Year, 2010, Bank Street College of Ed; PW Best Children's Books; Children's & Teachers' Choices, IRA; Notable Children's Books, ALA; WCC-Elem	WCC- Elem	Yes

Pri - Int	Meyer, Shawn. CONNER'S BIG HUNT. Illus. Reed Sprunger. Huntwithakid Books, 2005. While hunting with his dad, Conner learns lessons about hunting and helping neighbors. 24 p.	+	Setting: Woods Game: Whitetail deer Themes: Loving father; responsible, ethical hunting; thrill of the hunt	Valuable ethics taught; passionate realism of an actual hunt; great reviews from parents and other hunters; <i>they bag their game</i>	Amz; AW	n/a	n/a	No
Pri - Int	Meyer, Shawn. CONNER'S SPRING GOBBLER. Illus. Reed Sprunger. Huntwithakid Books, 2007. Conner rides a roller-coaster of emotions as he discovers the exciting world of turkey hunting, both its challenges and its joys. 24 p.	+	Setting: Woods Game: Turkey Themes: Loving father; responsible, ethical hunting; thrill of the hunt	"Subtle but valuable lessons ...on safety, obeying the law, patience, and overcoming disappointment through determination." Great reviews from parents and other hunters. <i>Bags the game.</i>	Amz; AW	n/a	n/a	No
Pri	Mumford, Jason R. THE LEGEND OF JOHNNY BIG BUCK: SWIFT HILL. Girard, PA: Sunnyside Publishing Co., c2005. Five deer hunters spot and bow hunt a mature whitetail buck. 40 p.	+	Setting: Woods Game: Whitetail deer Themes: Takes place against hunting background; thrill of the hunt	Emphasizes camaraderie of hunting; story contains some iffy hunting practices, such as spotlighting which is illegal in some states but not others; several reviewers applaud the book, though. <i>Outcome unclear.</i>	Amz; AW	n/a	n/a	No
Pri	Nordqvist, Sven. THE FOX HUNT. Wellington, N.Z.: Gecko Press, 2005, c1986. Farmer Festus and his cat find a way of getting rid of a troublesome fox by using their brains instead of a gun.	-	Setting: Countryside Game: Fox Themes: Hunting a threat; respect for nature	Anti-guns message; <i>hunter 'sees the light' and "vows never to hunt a fox again, and the fox is gone for good."</i>	Amz; SLJ (3/89)	n/a	n/a	Yes
Pri	Peet, Bill. BUFORD, THE LITTLE BIGHORN. Paw Prints, 2009, c1967. When his horns grow so large that walking on his mountain home becomes dangerous, a bighorn sheep moves to level ground only to find that hunters present new dangers.	-	Setting: Mountains and valley Game: Bighorn sheep Themes: Takes place against a hunting background; respect for nature	Nice story about accepting who you are no matter your perceived faults, for they just might help you in the end; however, story does have an anti-hunting message. <i>Buford outsmarts hunters and escapes.</i>	Amz; GR; KR	n/a	n/a	No

Pri	<p>Rosen, Michael. WE'RE GOING ON A BEAR HUNT. Illus. Helen Oxenbury. New York: Margaret K. McElderry Books, 2009, c1989. Brave bear hunters go through grass, a river, mud, and other obstacles before the inevitable encounter with the bear forces a headlong retreat.</p>	o	<p>Setting: Beach and its surrounding environments Game: Bear Themes: Thrill of the hunt</p>	<p>Characters have boundless enthusiasm for the hunt, but <i>they retreat and do not get their game.</i></p>	<p>BCCB (9/89); HBG (Spring 98); HBM (11-12/89); PW (8/11/97); RT (10/90); *SLJ (8/89)</p>	<p>Adventuring with Books: A Booklist for PreK-Gr.6, 1993, NCTE; Books to Read Aloud to Children of All Ages, 2003, Bank St. College of Ed; Children's Choices, 1990, IRA; Reading Magic Awd, 1989; WCC- Elem</p>	<p>Best Books for Children; WCC- Elem</p>	<p>Yes</p>
Pri - Int	<p>Scheer, Julian. A THANKSGIVING TURKEY. Illus. Ronald Himler. New York: Holiday House, c2001. A thirteen-year-old boy and his mother move to a farm in rural Virginia, where he and his grandfather try to hunt a wild turkey.</p>	+	<p>Setting: Virginia Game: Turkey Themes: Respect for nature; utilitarian hunting;</p>	<p>Boy quickly becomes accustomed to farm life, and grandpa teaches him about animals of woods; begin hunting a turkey together; determined to track and shoot him in the beginning; <i>when they finally corner game, Grandpa 'surrenders' and scares it away at his realization of identification with the old bird.</i></p>	<p>BCCB (10/01); BL (9/1/01); CL; HBG (Spring 02); KR (7/15/01); PW (9/24/01); SLJ (9/01)</p>	<p>WCC- Elem</p>	<p>Best Books for Children, 2010; WCC- Elem</p>	<p>Yes</p>

Pri	Thomassie, Tynia. FELICIANA FEYDRA LEROUX: A CAJUN TALL TALE. Gretna, LA: Pelican, 2005, c1994. Even though Feliciana is her grandfather's favorite, he refuses to allow her to go alligator hunting with him, so one night she sneaks out and surreptitiously joins the hunt anyway.	+	Setting: Louisiana bayou Game: Alligator Themes: Takes place against hunting background; novice, yet successful, hunter	A lighthearted, outrageous, but not impossible, tall tale; <i>spunky Feliciana bags the game.</i>	BCCB (5/95); BL (4/1/95); CL; HBM (9-10/95); HBG (Fall 95); LMC (1/06); PW (5/1/95); SLJ (4/95)	Adventuring with Books: A Booklist for PreK - 6, 1997, NCTE; Best Books List in CL, PW, SLJ; Society of School Librarians Int'l Book Awds, 1995; WCC- Elem	WCC- Elem	Yes
Pri	Truax, Doug. A GOOD DAY FOR DUCKS. Illus. Jack K. Smith. Memphis, TN: Ducks Unlimited, c2003. When Justin, a boy from the city, visits his grandfather's duck hunting camp for the first time, he discovers what it means to be part of the natural world. 32 p.	+	Setting: Rural area Game: Ducks Themes: Respect for nature; beneficial hunting	Tells the virtues of hunting from a young boy's point of view and reinforces generational hunting. <i>Outcome unclear</i>	MBR (1/04); OL (2-3/04)	n/a	n/a	No
Pri	VandeVoorde, Jay. DEER SONG. Illus. Joe Tallent. Bloomington, IN: AuthorHouse, c2006. John prepares his camp in Northern Michigan in order to hunt the perfect deer. But he soon realizes through his love of music, that the deer has more to offer than to just be his prey. 31 p.	o	Setting: Michigan Game: Deer Themes: Takes place against a hunting background; respect for nature	A story about developing a sense of nature and hunting; <i>outcome unclear</i>	Amz; AW	n/a	n/a	No
Pri	Ward, Lynd. THE BIGGEST BEAR. Paw Prints: 2009, c1952. Johnny goes hunting for a bearskin to hang on his family's barn and returns with a small bundle of trouble. 84 p.	+	Setting: Rural area Game: Bear Themes: Takes place against a hunting background; novice hunter; respect for nature	Hunting family portrayed positively; young Johnny carries a gun and hunts by himself. <i>Johnny 'surrenders' to the little cub and brings him home. A happy ending occurs when Johnny sets out to take care of his nuisance of a bear.</i>	Amz; SLJ (9/84)	Caldecott Medal Winner, 1953; Notable Children's Books, 1940-1954, ALA; WCC- Elem	WCC- Elem	Yes

Pri	Wildsmith, Brian. THE HUNTER AND HIS DOG. New York: Star Bright Books, 2008, c1979. Though trained to retrieve birds for his master, a dog finds that he is too kind-hearted for such work.	-	Setting: Rural area Game: Ducks Themes: Respect for nature; anti-hunter dog	Dog is too kind to kill and secretly takes ducks to an island where they can heal; <i>hunter 'sees the light,' ultimately 'surrenders' to hunting and helps dog care for ducks before setting them free.</i>	Amz; SLJ (10/80)	WCC-Elem	WCC- Elem	Yes
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Section 2: Annotated Bibliography of Chapter Books/Novels that Feature Hunters or Hunting

Interest Level	Bibliographic Information	Notes about Hunters/Hunting			Review Codes	Awards	Professional Selection Tools that list Title	Favorable Professional Reviews?
		Overall Portrayal	Setting / Game / Themes	Comments from Reviews / Outcome of Story				
Pri - Int	Alexander, Richard D. THE RED FOX AND JOHNNY VALENTINE'S BLUE-SPECKLED HOUND. Illus. John W. Megahan and William D. Berry. Manchester, MI: Woodlane Farm Books, c2004. Traces the intertwined lives of a red fox, an unusual hound pup named Speckles, a boy named Johnny Valentine and his fiddler friend Tennessee. 88 p.	o	Setting: Illinois Game: Fox Theme: Hunting dog bond	Author's note says the story is told from different points of view (fox, farmers, hounds, Johnny, etc.) and that "surprising things happen" to the four main characters. Reviewers enjoyed the hunting scenes. <i>Game escapes due to hunter's bad luck.</i>	AW	n/a	n/a	No
SrH - Adult	Allin, Lou. THAT DOG WON'T HUNT. Custer, WA: Orca Book Pub., c2010. A drifter takes a job at a hunting lodge in Northern Ontario, with the expectation of a big payday for the summer's work. When the eccentric owner decides to renege on her promises, she ends up dead. 105 p.	+	Setting: Canada Game: Birds Themes: Hunting is acceptable; hunting is juxtaposed with a different negative behavior	Takes place at a hunting lodge. Main character hunts birds in spare time but does not take the hunting dog along because he thinks 'that dog won't hunt.' <i>In the end, though, the dog does hunt in order to solve mystery.</i>	BL (10/15/10); CL; CMM (11/12/10); FW (11/22/10)	n/a	n/a	Yes

SrH - Adult	Ashcom, Robert. WINTER RUN. Chapel Hill, NC: Algonquin Books of Chapel Hill, c2002. A reminiscence of young Charlie Lewis's outdoor adventures with animals (including hunting dogs) while growing up in 1940's rural Virginia. 224 p.	+	Setting: Rural Virginia Game: Opossum, Fox Themes: Hunting is accepted; hunting dog bond	More an adult book of reminiscences, for the YA with a special interest in the subject. <i>Hunting outcomes unknown.</i>	BL (9/1/02); KR (8/15/02); LJ (11/1/02); PW; VOYA (12/02); VQ (Spring 03)	n/a	n/a	Yes
Int - JH	Ball, Zachary. BRISTLE FACE. New York: Puffin Books, 1993, c1962. Half-dog, half porcupine in appearance, Bristle Face becomes an outstanding hunting dog and a good friend of the fourteen-year-old orphan boy who adopts him. 206 p.	+	Setting: Mississippi Game: Fox Themes: Hunting dog bond	Sounds like another hunting-dog tear-jerker, much like <i>Where the Red Fern Grows</i> . "A satisfying novel" but ultimate outcome unknown.	Amz, GR, HBG (Spring 92); HBM (3/92)	Notable Children's Books, 1962, ALSC ALA	n/a	Yes
Pri - Int	Bell, Frederic. JENNY'S CORNER. New York: Farrar, Straus, and Giroux: 1995, c1974. A little girl's love for deer results in a prohibition on hunting in her valley. 58 p.	-	Setting: New Jersey Game: Deer Themes: Anti-hunter; Respect for nature	When girl learned that hunters would kill the deer, "she was willing to give up everything to stop the guns." <i>Hunting is banned, but reviews do not give specifics on why, which makes one wonder if she was accidentally shot and killed by hunters?</i>	RB	n/a	n/a	No

MS - SH	Blankenau, Gail. MOUNTAIN PIRATES. San Jose, CA : Writers Club Press, c2000. A morning hike unfolds into a dangerous adventure when two brothers stumble onto a poaching ring in the mountains where they intend to bow hunt. With the help of their friend they risk their lives to find out who is killing the animals for money. 108 p.	o	Setting: Mountains Game: Themes: Hunting is accepted; undesirables	Poachers are the antagonists, but protagonists are also hunters.	Amz	n/a	n/a	No
SrH - Adult	Bohjalian, Chris. BEFORE YOU KNOW KINDNESS. New York: Vintage Contemporaries, 2005, c2004. When an animal activist is accidentally shot by his young daughter, family turmoil ensues and a lawsuit is brought against the gun manufacturer. 429 p.	-	Setting: New Hampshire Game: Deer Themes: Novice/self-destructive hunter; Anti-hunters	Daughter was drunk and high when she picks up uncle's gun and shot at what she thought was a deer in distance but was really her father. Heavy on pro animal rights and anti-hunting. <i>Outcome unclear.</i>	BL (8/1/04); KLIATT (11/05); KR (8/15/04); PW (9/13/04); TL (10/08)	n/a	n/a	Yes
Sr. H - Adult	Brown, Rita Mae. OUTFOXED. New York: Ballantine Books. 2005, c2000. A murder mystery among the fox hunting set in Virginia. The victim is one of two candidates for the post of master of the foxhounds. The post is being vacated by the present master, 70-year-old Jane Arnold, and it is she who nabs the killer. 343 p.	+	Setting: Virginia Game: Fox Themes: Takes place within hunting culture;	This is the first book in the Jane Arnold murder mystery series which is set against the fox-hunting background of the south and contains many details about fox-hunting lore.	BL (10/15/99); LAT (12/26/99); LJ (12/1/99); NYTBR (3/26/00); Ppl (2/7/00); PW (12/20/99)	n/a	n/a	Yes

MS - SrH	Burgess, Melvin. THE CRY OF THE WOLF. London: Andersen, 2011, c1990. A hunter determined to wipe out every wolf in England almost succeeds, but then finds himself the prey. 145 p.	-	Setting: England Game: Wolves Themes: Undesirables; hunter becomes the hunted	The hunter has spent his life killing rare animals and sees a unique opportunity to bag the last of a species, and he also comes off as a psychotic serial killer. <i>Hunter kills all wolves but one within a few years, then the last wolf gets justice on the hunter.</i>	BL (10/15/92); KIRKUS (92); HBG (Spring 93); LA (2/94); SL (Spring 12); SLJ (9/92)	Books for You, An Annotated Booklist for Sr. High, 1995, NCTE	n/a	Yes
Pri - Int	Burgess, Thornton W. ADVENTURES OF POOR MRS. QUACK. Bennington, NH: Flying Chipmunk Pub., 2010, c1917. Illus. Harrison Cady. Separated from her husband and driven from her home by hunters, Mrs. Quack finds refuge with the animals of the Green Forest. 60 p.	-	Setting: Rural area Game: Ducks Themes: Anti-hunter	Told from the duck's point of view and thick with anti-hunting sentiments. <i>Outcome unknown.</i>	Amz	n/a	n/a	No
Int	Busteed, Kerri J. WILL'S BOW HUNTING ADVENTURE. Illus. Leon Byers. Strategic Book Publishing, c2012. Friends Will, Brian, and Stella are on a quest to learn how to be great bow hunters. 108 p.	+	Setting: Wisconsin Game: Deer Themes: Takes place against a hunting background; thrill of the hunt	Characters do what it takes to reach their goal: join archery league, build a shooting stand, and study the land. <i>One friend bags the game, the others do not.</i>	AW	n/a	n/a	No
Pri - Int	Busteed, Kerri J. WILL'S FIRST HUNT. Illus. Leon Byers. Strategic Book Publishing, c2010. 11-year old Will secretly learns everything he can about hunting to prove to his father that he is mature enough to handle the responsibilities that come with the sport. 80 p.	+	Setting: Wisconsin Game: Deer Themes: Loving father; responsible, ethical hunting	Great for families with a strong hunting tradition; teaches about hard work and perseverance in addition to hunter safety; great reviews from parents/grandparents on Amazon. <i>Outcome unclear.</i>	Amz; AW	n/a	n/a	No

Int	Byars, Betsy. THE MIDNIGHT FOX. Illus. Ann Grifalconi. Paw Prints: 2009, c1968. Tony dislikes spending the summer on his aunt's farm until he discovers a black fox in the forest and tracks her to her den.	o	Setting: Rural Game: Fox Themes: Hunting a threat; respect for nature	Boy doesn't have intentions of hunting the fox, it's his uncle that wants to because of the threat it poses. However, the uncle is not portrayed as an "evil, nefarious fox hunter." <i>Boy saves fox and her cub from being killed</i>	Amz; CL; EL (1/84); GR; LAT (6/13/99); NYTBR (8/2/81)	WCC-Elem	WCC-Elem	Yes
Int	Casanova, Mary. MOOSE TRACKS. Maple Grove, MN: Quercus Press, 2010, c1995. Twelve-year-old Seth, the step-son of a game warden, tries to save an orphaned moose calf from poachers.	o	Setting: Minnesota Game: Rabbit, Moose Themes: Set against hunting culture; undesirables	First chapter has 'gruesome' details of killing a rabbit. Fast-paced adventure that allows for discussion of responsible gun use/hunting and respect for wildlife. <i>Saves orphaned calf and brings poachers to justice</i>	AHWWG; BCCB (7-8/95); BL (7/95); CL; HBG (Fall 95); KR (95); PW (6/19/95); SLJ (6/95)	n/a	n/a	Yes
Int	Casanova, Mary. WOLF SHADOWS. Maple Grove, MN: Quercus Press, 2009, c1997. When his best friend illegally shoots a wolf while hunting in northern Minnesota, twelve-year-old Seth struggles to determine whether their friendship can survive their different ideas. 127 p.	o	Setting: Minnesota Game: Wolves Themes: Set against hunting culture; hunting a threat; undesirables	Main character's friend shoots a wolf, which is endangered. He then struggles whether to tell on his friend or keep it secret (his dad is a game warden).	AHWWG; BL (10/1/97); CL; HBG (Spring 98); SLJ (10/97)	Recommended Literature: K-12, CA Dept. of Ed	n/a	Yes
Int	Cohen, Peter Zachary. DEADLY GAME AT STONY CREEK. Illus. Michael J. Deas. New York: Puffin, 1993, c1978. A pack of wild killer dogs is hunted down by two teenage boys. 107 p.	n/a	Setting: Rural Game: Wild dogs Themes: Game is threat to others	For young and old people who like the outdoors	Amz	n/a	n/a	No

Int - JH	Craig, Henry A. THE WIRE FENCE. Edmonton, AB, Canada: Picasso Publications, 2001, c1994. A boy and his Redbone Coonhound become inseparable and show the world that anything --even a national coon-hunting championship--is possible through friendship, loyalty and teamwork. 142 p.	+	Setting: Indiana Game: Raccoon Themes: Bond with hunting dog	One Amazon reviewer said it seems like a copy cat version of <i>Where the Red Fern Grows</i> .	Amz	n/a	n/a	No
Int.	Dahl, Roald. THE MAGIC FINGER. Illus. Quentin Blake. New York: Puffin Books, 2013, c1966. Angered by a neighboring family's sport hunting, an eight-year-old girl turns her magic finger on them. 62 p.	-	Setting: Rural Game: Ducks Themes: Hunter becomes hunted; hunters 'see the light'	Family is turned into ducks; ducks come to shoot them. <i>Father promises to never shoot another animal again and smashes guns to bits; at end of book, girl is going to turn her magic finger on another hunting family</i>	CL; NYTBR (9/18/83); SL (6/81);	WCC-Elem	WCC-Elem	Yes
Int - JH	Dahlstrom, S.J. THE ELK HUNT. Illus. Cliff Wilke. Philadelphia: Paul Dry Books, c2013. As his father helps in his mother's battle with cancer, twelve-year-old Wilder Good joins his mentor, Gale Loving, on an elk hunt in Colorado's San Juan Mountains, where they face threats from fatigue, injury, and a wilderness predator. 110 p.	+	Setting: Colorado Game: Elk Themes: Takes place within hunting culture; hunting is accepted	First book in a series that takes kids on outdoor adventures. Emphasizes importance of gun safety and that hunting isn't just about bagging the game.	FF (5-6/13)	n/a	n/a	No
Int - JH	DeFelice, Cynthia. WILD LIFE. New York: Scholastic, 2012, c2011. When twelve-year-old Eric's parents are deployed to Iraq, he goes to live with grandparents he hardly knows in a small town in North Dakota, but his grandfather's hostility and the threat of losing the dog he has rescued are too much and Eric runs away. 177 p.	+	Setting: North Dakota Game: Pheasant Themes: Bond with hunting dog; takes place within hunting culture; hunting is accepted	Includes realistic descriptions of hunting and lessons on gun use. <i>Boy survives five days alone, bagging pheasants with shotgun, then heads back home due to winter approaching.</i>	BL; CL; HBG (Fall 11); KR (4/11); LMC (10/11); SLJ (6/11)	WCC-Elem	WCC-Elem	Yes

Pri - Int	Elste, Joan. TRUE BLUE. Illus. DyAnne DiSalvo. New York: Penguin Group, 2012, c1996. When Blue goes missing, young J.D. goes off to find the dog. 48 p.	O	Setting: Rural area Game: Dog Themes: Bond with hunting dog; takes place within hunting culture; undesirables	Presents both sides of hunting: main character is from a hunting family, but there are also poachers in the story, too.	Amz; BL (11/15/96); CL; GR; RT (10/97)	Children's Choices, 1997, IRA	n/a	Yes
Int	Evers, Alf. THE DEER-JACKERS. Illus. Lewis Parker. Woodstock, NY: Overlook Press, 1997, c1965. Denny convinces his Uncle Frank and cousin Bert to help him uncover the sinister plot of some deer poachers near his family's property. 152 p.	n/a	Setting: Catskill Mountains Game: Deer Themes: Undesirables	Many years ago the boy's family ignored hunting laws, but now the boy is trying to solve the mystery of the poachers	GR; HBG (Spring 98)	n/a	n/a	Yes
SrH - Adult	Faulkner, William. BIG WOODS: THE HUNTING STORIES. New York: Vintage Books, 1994, c1955. A collection of four of Faulkner's hunting stories. 198 p.	+	Setting: American south Game: Bear and deer Themes: Hunting is acceptable; takes place within a hunting culture; responsible hunting	"Some of [Faulkner's] most accessible and enjoyable writing."	Amz; BL (9/04); FS (8/10); LJ (7/94)	n/a	1/4 stories are listed in WCC-SrH	Yes
MS - JH	Gaetz, Dayle Campbell. CROSSBOW. Custer, WA: Orca Book Publishers, c2007. When fourteen-year-old Matt heads to the remote cabin he built to become a hermit, he encounters Forrest, a man who offers to teach him survival skills in exchange for use of the cabin, but Matt soon has reason to suspect Forrest's ethics. 105 p.	o	Setting: Woods Game: Elk Themes: Takes place within a hunting culture; undesirables	"May be of interest to readers who enjoy nature and the outdoors" but <i>most plot lines go unresolved.</i>	CL; CMM (1/11/08); RL (12/07); VOYA (2/08)	n/a	n/a	Yes

JH - SrH	Garden, Nancy. <i>ENDGAME</i> . Boston: Graphia/Houghton Mifflin Harcourt, 2012, c2006. Fifteen-year-old Gray Wilton bullied at school and ridiculed by an unfeeling father for preferring drums to hunting, goes on a shooting rampage at his high school. 287 p.	o	Setting: Connecticut Game: Themes: Father who ridicules; hunting is acceptable but juxtaposed with different negative behavior	Boy is good at archery, but father "only seems to respect hunting with guns." This is more a bullying story, not a hunting story, but the boy does take his father's gun to school to commit his crime. <i>Boy ends up in jail, talking to attorney about what led up to his actions.</i>	BCCB (6/06); CL; KLIATT (3/06); KR (3/15/06); LMC (8-9/06); PW (5/1/06); SLJ (5/06); VOYA (4/06)	Heartland Awd for Excellence in YA Lit, 2008, Nominee; SLJ Best Books, 2006; WCC-MS/JH; WCC-SrH	WCC-MS/JH; WCC-SrH	Yes
JH - SrH	Green, Julia. <i>HUNTER'S HEART</i> . Minneapolis, MN: Carolrhoda Books, 2007, c2005. During a long summer in the Cornish countryside, fourteen-year-old Simon escapes his young sister and widowed mother, who is dating his teacher, by indulging his obsessions with hunting, weapons, and attractive neighbor, a girl two years older and facing major problems of her own. 254 p.	-	Setting: England Game: Rabbit Themes: Takes place against a hunting background; trigger-happy hunter	Boy obsessed with hunting; studies survival manuals; kills and skins rabbit in opening scenes; eats his kills. ' <i>Comes to his senses' after shooting someone with an air gun.</i>	CL; KLIATT (5/07); LMC (6/07); SL (Winter 05); SLJ (6/07)	WCC-MS/JH; WCC-SrH	WCC-MS/JH; WCC-SrH	Yes
Pri - Int	Greene, Stephanie. <i>MOOSE'S BIG IDEA</i> . Illus. Joe Mathieu. Paw Prints, 2010, c2005. Moose, who is good at drawing and making doughnuts, is upset when he loses his antlers, but his encounters with a hunter help them both gain self-respect. 51 p.	-	Setting: Woods Game: Moose Themes: Takes place against hunting background	Naive, <i>clueless hunter</i> does not recognize the moose in disguise in this humorous early chapter book.	BCCB (5/05); CL; LMC (10/05); SLJ (10/05)	WCC-Elem	WCC-Elem	Yes

Int	Hart, Alison. FOXHUNT! New York: Random House, c1995. Jina's thrilled to be bringing her roommates home with her for Thanksgiving break - and for the annual Middlefield Foxhunt. She and Andie can't wait to ride to hounds, but Mary Beth is horrified: What about the poor fox? She and Lauren launch a full-scale protest against fox hunting - and soon it's an all-out war at Middlefield! 124 p.	o	Setting: New England Game: Fox Themes: Takes place within a hunting culture; anti-hunters	Presents both sides of hunting. Main character is from a hunting family, but her friends oppose fox-hunting.	Amz	n/a	n/a	No
Int - JH	Hobbs, Will. NEVER SAY DIE. New York: Harper, 2013, c2012. Fifteen-year-old half-Inuit Nick and his white brother, Ryan, meet and share an adventure on the Firth River in the Canadian Arctic, facing white water, wild animals, and fierce weather as Ryan documents the effects of climate change on caribou for National Geographic magazine. 211 p.	+	Setting: Canadian arctic and tundra Game: Caribou, bear Themes: Hunting for survival	For kids who revel at the 'awesomeness of nature," yet the main theme of this wilderness survival story is climate change. <i>There is a final confrontation with the 'grolar-bear' but the outcome is unknown.</i>	BL (2/15/13); HBM (3-4/13); KR (12/15/12); SLJ (3/13); WP (7/5/13)	WCC-Elem, WCC-MS/JH	WCC-Elem, WCC-MS/JH	Yes
MS - SrH	Houston, Michael. WAPITI SPIRIT. Illus. Steve J. Wood. Victoria, BC : Trafford, c2006. Out on his first hunt, along with his mentor, fifteen-year-old Peter Atkins finds elk hunting harder than he ever imagined and is struggling with more demons than the wind and cold. 145 p.	+	Setting: Colorado Game: Elk Themes: Hunting is accepted; responsible, ethical hunting	Realistic portrayal of trials of hunting. Author "seeks to correct the misperceptions of the anti-hunting and anti-shooting crowds." Many positive reviews on Amazon. <i>Outcome unclear from reviews.</i>	Amz	n/a	n/a	No

JH - SrH	Hughes, Monica. HUNTER IN THE DARK. Markham, Ontario : Fitzhenry & Whiteside, 2003, c1982. A teenage boy goes on a secret hunting trip alone in an effort to come to terms with his leukemia and to test his strength and resourcefulness in battling the elements and stalking the white-tailed deer that is his quarry. 200 p.	+	Setting: Alberta, Canada Game: Deer Themes: Thrill of the hunt	Embodies thrill of the hunt even though he doesn't shoot the deer. Flashback style of writing may be confusing for some readers. <i>Does not shoot his game because he identifies with it b/c of his cancer.</i>	AHWWG; BCCB (7-8/83); HBM (6/20/83); JAAL (12-1/96); QQ (4/82); RT (4/92); SLJ (8/83); VOYA	Best Books for Young Adults, 1983 (ALA); WCC-MS/JH; Young Adult Canadian Book Awd, 1983.	Best Books for MS & JH Readers, 2009. Best Books for HS Readers, 2009. WCC-MS/JH	Yes
Pri - Int	Hunter, Helen. DUCK HUNTING WITH GRANDPA. Illus. Grant Rozeboom. Cedar Rapids, IA: Hunter House Publications, 1998. A young boy learns duck hunting skills and techniques, wildlife conservation, and builds warm relationships with grandfather and his friends in training hunting dogs, in the duck blind, and at the hunting cabin. 102 p.	+	Setting: Rural area Game: Ducks Themes: Respect for nature; beneficial hunting	The social benefits of hunting with family members and friends are portrayed along with hunting skills. <i>Outcome unknown.</i>	n/a	n/a	n/a	No
Pri - Int	Hunter, Helen. TURKEY HUNTING WITH GRANDPA. Illus. Grant Rozeboom. Cedar Rapids, IA: Hunter House Publications, c2000. An eleven-year-old boy learns turkey calling, hunting, and relationship building from his grandfather. 155 p.	+	Setting: Rural area Game: Turkey Themes: Responsible, ethical hunting	Rich outdoor experiences, wildlife habits observed, gun safety and conservation are all part of the event. <i>Outcome unknown.</i>	n/a	n/a	n/a	No

Int - JH	Johnson, Scott. HIDE & SEEK. Illus. Karen Johnson. Hubbardston, MA: Deer Pond Pub., c1997. Butch and Brian have both moved to Michigan from different parts of the United States. They soon become friends, tracking deer in the woods. 128 p.	+	Setting: Michigan Game: Deer Themes: Kind and understanding father; responsible/ethical hunting	"Deer behavior and scouting description help readers to learn as they enjoy;" one reviewer on Amazon says it's a great book for young hunters, though SLJ does not give it a great review. <i>One of the boys gets his first doe.</i>	Amz; SLJ (5/97); WG	n/a	n/a	No
Int - JH	Johnson, Scott. THE CHALLENGE. Illus. Karen Johnson. Hubbardston, MA: Deer Pond Pub., c1997. Brian's older sister helps put some school bullies in their place. 127 p.	+	Setting: Michigan Game: Deer Themes: Responsible, ethical hunting	About a girl and her interest in hunting and trapshooting; she also goes on her first deer hunt; portrays hunters as moral and law-abiding. An 'active hunting kid' on Amazon recommends it for hunters of all ages. <i>Outcome unclear</i>	Amz; WG	n/a	n/a	No
JH - SrH	Jones, V.M. SHOOTING THE MOON. London: Andersen Press, 2008, c2006. When Pip heads into the wilderness with Dad on the traditional McLeod first hunting trip he faces a dramatic choice. He has to confront the issues of life and death, and threatened by the ultimate loss, learn what matters most of all. 255 p.	n/a	Setting: New Zealand Game: Deer Themes: Hunting as rite of passage	Main character's "skills are needed to save his father's life when he has to endure the McLeod family rite of passage - the dreaded deer hunt with Dad," but book mostly seems to be about the older brother's struggle with drugs. <i>Outcome unclear</i>	GR	n/a	n/a	No
Int	Keene, Carolyn. THE FOX HUNT MYSTERY. New York: Aladdin Paperbacks, 2003, c1996. When Nancy's friend Laura's family stables are sabotaged and then Laura's favorite horse is stolen, Nancy must discover if Laura's spoiled rival is trying to hurt her or if the upcoming fox hunt has enraged animal activists who will stop at nothing to end this sport. 151 p.	-	Setting: Maryland Game: Fox Themes: Anti-hunters	"Anti-hunting garbage...a campaign against hunting," says one reviewer	Amz; GR	n/a	n/a	No

JH - SrH	Lion, Melissa. UPSTREAM. New York: Wendy Lamb Books, 2006, c2005. After her boyfriend is killed in a hunting accident, Alaska high school senior Marty, with help from her mother and two younger sisters, tries to get over her grief and begin a new life. 149 p.	o	Setting: Alaska Game: Themes: Hunting is acceptable; novice/self-destructive	Story is not primarily about hunting, but main character's boyfriend is killed in a hunting accident. <i>She does overcome grief and guilt.</i>	BCCB (6/05); BL (6/1/05); CL; HBM (3-4/05); KR (4/15/05); KLIATT (5/05); LMC (8-9/05); SLJ (7/05); VOYA (6/05)	Capitol Choices, 2006; SLJ Book Review Stars, 2005; Teen Books, 2005, Bank Street College of Education; WCC-MS/JH	WCC-MS/JH	Yes
Int	Lohr, Nancy. PELTS AND PROMISES. Greenville, SC: JourneyForth, 2004, c1996. In 1903, having accidentally ruined the Parson's big pulpit Bible and promised to replace it, Jamie and his best friend Willie B. set out to earn the money by hunting rabbits and selling their pelts. 103 p.	+	Setting: Rural area Game: Rabbits Themes: Hunting is acceptable; bond with hunting dog	Christian fiction.	Amz	n/a	n/a	No
Int	Lovegreen, Kevin. THE SWAMP EXTENDED VERSION. Illus. Nathan Boemer. Edina, MN: Beaver Pond's Press, 2012. When Luke's dad brings him deep into a northern Minnesota swamp for a magical morning hunt, Luke finds adventure and nature at every turn in the trail. 64 p.	+	Setting: Minnesota Game: Whitetail deer Themes: Hunting is accepted; thrill of the hunt; kind and understanding father	Also available in a shorter, picture book format. Great story and fun adventure. Makes the outdoors come alive. <i>Someone gets the big buck.</i>	AW	n/a	n/a	No

Int	Lovegreen, Kevin. WINNER, WINNER, TURKEY DINNER. Illus. Margarita Sikorskaia. Edina, MN: Beaver Pond's Press, 2012. At last old enough to join Dad on a wild turkey hunt, Luke is bursting with excitement from the start. When he finally sees his first turkey roaming wild in the woods, he has to overcome his excitement and make sure he can take a good shot. 60 p.	+	Setting: Woods Game: Turkey Themes: Hunting is accepted; thrill of the hunt; responsible hunting; kind and understanding father	Also available in a shorter, picture book format. Kids who hunt really enjoyed it. <i>Outcome unknown.</i>	Amz; AW	n/a	n/a	No
Int	Maddox, Jake. THE HUNTER'S CODE. Illus. Sean Tiffany. Text by Bob Temple. Mankato, MN: Stone Arch Books, 2009. Ethan learns about the Hunter's Code while on his first hunting trip with his father. 63 p.	o	Setting: Woods Game: Deer Themes: Responsible, ethical hunting; kind and understanding father; undesirables	Emphasizes the responsibilities of hunting	GR	n/a	n/a	No
Int - JH	Malone, Geoffrey. CADOC. London: Hodder Children's, 2004. Twins Tom and Sarah have accidentally stumbled on evidence of badger baiting in their neighborhood, and with their dad's help try to prove this illegal activity to the police. When the law fails to step in, Tom and Sarah have to act alone to save some local badgers from a terrible fate. 224 p.	-	Setting: England Game: Badger Themes: Respect for nature; undesirables	Badger baiters hunt for badgers to sell and use in the cruel, illegal sport of badger baiting in which they are pitted against dogs in fighting rings.	SL (Fall 04)	n/a	n/a	Yes

Pri-Int	Meierhenry, Mark V. and Volk, David. THE MYSTERY OF THE PHEASANTS. Illus. Susan Turnbull. Pierre, SD: South Dakota State Historical Society Press, c2012. Twins Max and Hannah join their extended family on their grandparents' South Dakota farm, eager to participate in the annual pheasant hunt for the first time, and learn much about the birds and what they have meant to the state and their family. 44 p.	+	Setting: South Dakota Game: Pheasant Themes: Responsible, ethical hunting; respect for nature; rite of passage	Not much of a mystery, really, but children of hunters will find it appealing. <i>Exciting ending ends in success for one sibling and disappointment for the other.</i>	FW (11/6/12); SDM (13); MBR (11/12);	n/a	n/a	Yes
Int - JH	Naylor, Phyllis Reynolds. SHILOH SEASON. Thorndike, ME: Thorndike Press, 2000, c1996. Although Marty has earned Shiloh by working for the dog's loathsome former owner, Judd Travers now wants Shiloh back. What's more, the resentful Judd is now drunk most of the time and hunting illegally on the Preston's property. 176 p.	o	Setting: West Virginia Game: Themes: Takes place within a hunt culture; hunting is accepted; undesirables	Judd gave Shiloh to Marty in exchange for his silence about Judd's illegal out-of-season hunting. Judd has been drinking hard and growing increasingly reckless with both his truck and his gun, and Marty fears that he'll declare a "Shiloh season" any day.	BCCB (12/96); BL (11/15/96); CL; HBG (Spring 97); KR; PW (11/4/96); SL (Summer 98); SLJ (11/96)	WCC-Elem, WCC-MS/JH	WCC-Elem, WCC-MS/JH	Yes
Int - JH	Nesbit, Jeffrey Asher. COUGAR CHASE. Nashville, TN: T. Nelson, c1994. After moving with his mother and stepfather to the High Sierra country, twelve-year-old Josh and his new friend Ashley get caught up in the hunt for a wily old cougar. 159 p.	+	Setting: Sierra mountains Game: Cougar Themes: Respect for nature; hunting is accepted	Second book in a Christian series. <i>Cougar's cub is accidentally shot, but otherwise the final ending is unknown.</i>	Amz; PW (2/14/94);	n/a	n/a	No

SrH - Adult	Nesbitt, John D. POACHER'S MOON. WY: Pronghorn Press, c2008. Wyoming outdoorsman Wilf Kasmire decides to try his hand at guiding elk hunters as a way to earn a living. He is uneasy about one hunting party, and his attempts to figure out the truth leads him into a mystery and a murder. 275 p.	o	Setting: Wyoming Game: Elk Themes: Hunting is accepted but juxtaposed with undesirables	A contemporary Western in which the author draws upon his many hunting experiences to write. He states that the main character "pursues the ethical irregularities of some of his clients." <i>Outcome unknown.</i>	AW	n/a	n/a	No
MS - JH	Paulsen, Gary. BRIAN'S HUNT. New York: Ember, 2012, c2003. Two years after having survived a plane crash into the Canadian wilderness, a sixteen-year-old returns to the wild to befriend a wounded dog and hunt a rogue bear. 103 p.	+	Setting: Canada Game: Bear Themes: Hunting is accepted; hunting a threat; respect for nature; hunter becomes the hunted	Most recent title from Paulsen in the series about Brian, who first appeared in <i>Hatchet</i> . Hunts a bear that attacked a dog and humans, therefore he hunts it down, only to find it is hunting him as well. <i>Bags the game.</i>	BCCB (2/04); BL (1/04); CL; KLIATT (1/06); KR (11/15/03); MWBR (4/04); PW (3/8/04); SLJ (12/03); VOYA (2/04);	WCC-MS/JH	WCC-MS/JH	Yes
Int - JH	Paulsen, Gary. TRACKER. New York: Aladdin, 2007, c1984. Thirteen-year-old John tracks a deer in the Minnesota woods for his family's winter meat and, in doing so, finds himself drawn to the doe that leads him. 90 p.	+	Setting: Minnesota woods Game: Deer Themes: Utilitarian hunting; thrill of the hunt	Hunted just for meat with grandpa, but when alone the boy gets caught up in the thrill of the hunt. <i>Tracks deer but does not shoot it b/c he identifies it with his dying grandpa</i>	AHHWG; Amz; BCCB (5/1984); EL (1/1988); GR; HBM (6/1984); PW (10/9/1987); SLJ (7/1995)	Best Books for YA, 1984, ALA.	n/a	Yes

SrH - Adult	Percy, Benjamin. THE WILDING. Minneapolis, MN: Graywolf Press, 2011, c2010. A grandfather, son, and grandson go hunting in a canyon that will soon become a golf resort, and each of them changes in sharply contrasting ways over the weekend. 258 p.	o	Setting: Oregon Game: Bear Themes: Hunting is accepted; ridiculing father; reluctant hunter; hunter becomes the hunted	Some reviews compare this to a modern-day <i>Deliverance</i> . Every character in this thriller seems to be both hunter and hunted in some way. <i>Outcome unknown</i>	BL (2010); KR (8/15/10); LR (Fall 10);NYTB R (10/21/10); PW (7/26/10)	n/a	n/a	Yes
Int - JH	Rawls, Wilson. WHERE THE RED FERN GROWS: THE STORY OF TWO DOGS AND A BOY. New York: Yearling, 2006, c1961. A young boy living in the Ozarks achieves his heart's desire when he becomes the owner of two redbone hounds and teaches them to be champion hunters. 212 p.	+	Setting: Oklahoma Ozarks Game: Raccoon Themes: Bond with hunting dog; thrill of the hunt; respect for nature	Some may think this classic hunting dog story is too sentimental and sad, but others enjoy the simplicity of its setting in a bygone era, the morals it conveys, and the fine coon-hunting episodes. <i>Bags the game, but with a sad ending.</i>	BL (4/94); HBM (1/96); SLJ (9/84)	Books for You, An Annotated Booklist for SrH, 1976, NCTE; Recommend Lit: Kdg - 12, 2002 CA Dept. of Ed; WCC- Elem, WCC-MS/JH	WCC- Elem, WCC-MS/JH	Yes
SrH - Adult	Rehder, Ben. BUCK FEVER. New York: St. Martins, 2003, c2002. With deer season just around the corner, game warden John Marlin is busy answering poaching complaints, but the situation takes a deadly turn when a man in a deer suit is found shot at the Circle S Ranch. 274 p.	o	Setting: Texas Game: Deer Themes: Takes place against a hunting background; undesirables; hunting is acceptable but juxtaposed with a different negative behavior	Poachers abound in this comic murder mystery, but poachers are not the only bad guys. Message that hunting is not a killing spree is conveyed somewhat. <i>Mystery is solved.</i>	BL (8/1/02); KR (7/15/02); LJ (9/1/02); PW (8/26/02)	n/a	n/a	Yes

Int	Reich, J.J. SNORT, WHEEZE, RATTLE AND GRUNT. Illus. Johnathan Kuehl. USA: Outdoor Originals, c2006. Jack Kampp goes bow-hunting for deer with his dad, cousin and uncle, and he learns about calling to deer using his special deer call. 64 p.	+	Setting: Woods Game: Deer Themes: Responsible, ethical hunting; kind and understanding father	Covers 'day in the life scenarios of a family who likes to hunt and fish. Touches "on safety, hunting techniques, ethics, and animal facts in a fun, entertaining way"	Amz	n/a	n/a	No
Int	Roddy, Lee. THE HAIR-PULLING BEAR DOG. Fenton, MI: Mott Media, 2009, c1985. Thirteen-year-old D.J. would rather have a collie than an ugly hound dog until he and Zero join a Christian preacher on a bear hunt in the Sierra Nevada Mountains. 127 p.	+	Setting: Sierra mountains Game: Bear Themes: Bond with hunting dog; hunting a threat	Dog initially runs away from a bear, but then the dismayed boy has to keep and train it. <i>"Dog proves his courage in a final catastrophic encounter," but whether they bag the game is unclear.</i>	Amz; GR	n/a	n/a	No
Int	Rylant, Cynthia. A BLUE-EYED DAISY. Paw Prints, 2008, c1985. Relates episodes in the life of eleven-year-old Ellie and her family who live in a coal mining town in West Virginia.	o	Setting: West Virginia Game: Themes: Bond with hunting dog; hunting is accepted; kind and understanding father	Girl "persuades her father to take her hunting and she is good with a gun," but from the reviews, it sounds like that's the extent of the hunting aspects of the book.	CCBB (9/85); CL; EL (1/88); FO (1/89); HBM (7-8/85); PW (6/18/01); SLJ (4/85)	Judy Lopez Memorial Awd for Children's Lit, 1986, Honor Book, CA; WCC- Elem, WCC-MS/JH	WCC- Elem, WCC-MS/JH	Yes
Int	Seagraves, Donny Bailey. GONE FROM THESE WOODS. New York: Yearling Books, 2011, c2009. Feeling like a monstrous villain in one of his comic books, eleven-year-old Daniel tries to cope with the guilt after accidentally killing his beloved uncle while hunting in the woods of North Georgia. 179 p.	o	Setting: Georgia Game: Rabbit Themes: Ridiculing father; reluctant hunter/novice/self-destructive	"Mean, beer-drinking, cigarette-smoking dad." Story doesn't really take a position on hunting or gun control but allows for discussion of several issues. <i>Boy overcomes issues and stands up to father.</i>	BCCB (9/09); BL; CL; HBG (Spring 10); KR (7/09); SLJ (9/09)	WCC- Elem, WCC-MS/JH	WCC- Elem, WCC-MS/JH	Yes

Int - JH	Stewart, Frances G. <i>NOBODY'S BOY FROM CANEELA</i> . Bloomington, IN: Xlibris Corporation, c2010. Adopted fourteen year-old Rance does not know that his weekly hunting trip in the dreaded forest will change his life. 81 p.	+	Setting: South Alabama Game: Various Themes: Takes place against a hunting background; utilitarian hunting	Hunts for meat during Great Depression; sounds more like just an exploration in the wilderness; not sure how much hunting actually takes place other than in first chapter. <i>Outcome unknown.</i>	FW (9/26/12)	n/a	n/a	No
SrH - Adult	Sullivan, Mark. <i>THE PURIFICATION CEREMONY</i> . New York: Avon Books, 1999, c1997. A killer strikes at a group of deer hunters in British Columbia, and Diana Jackson, a descendant of Native Americans, is set to find out who the killer is. 347 p.	+	Setting: British Columbia Game: Deer Themes: Hunting is accepted; hunters become the hunted	Author is an experienced hunter; some scenes "could easily serve as the basis of a how-to manual," and the author "makes them want to understand hunting...want to be hunters." <i>Outcome n/a.</i>	BL (3/97); LJ (4/15/97); OL (5/97); PW (4/28/97); SA (6-7/97)	n/a	n/a	Yes
MS - SrH	Taylor, Theodore. <i>LORD OF THE KILL</i> . New York: Scholastic, 2003, c2002. With his parents in India, sixteen-year-old Ben Jepson is in charge of Los Coyotes Preserve, a refuge for big cats near Los Angeles, when two powerful groups try to shut it down by intimidation, murder, and kidnapping the largest tiger in captivity. 246 p.	-	Setting: California Game: Big and exotic game Themes: Undesirables	Character's parents are animal-rights activists. Big game hunting is presented in form of canned hunts of exotic zoo animals; a worldwide organized crime ring that poaches endangered species is also included. <i>Must read next book in series to find out who the murderer is.</i>	BCCB (1/03); BL (1/1/03); CL; HBG (Spring 03); KLIATT (1/03); KR (11/1/02); PW (12/16/02); SLJ (1/03); TL (4/03); VOYA (4/03)	WCC-MS/JH	WCC-MS/JH	Yes

MS - SrH	Taylor, Theodore. THE WEIRDO. Orlando, FL: Harcourt, 2006, c1991. Seventeen-year-old Chip Clewt fights to save the black bears in the Powhatan National Wildlife Refuge. 292 p.	-	Setting: North Carolina swamp Game: Bears Themes: Anti-hunters; respect for nature; hunting is accepted but juxtaposed with undesirables	A mystery/suspense novel centered on a disagreement between conservationists and hunters; a murder occurred in swamp 7 years ago and then again in the present day. <i>Main character and friend solve the mystery of the two murders.</i>	BL (12/15/91); BCCB (1/92); CL; FO (9/00); HBG (Spring 92); HBM (3/92); PW (11/22/91); SLJ (8/03);	Edgar Allan Poe Awd Winner, 1992; WCC-MS/JH; YALSA BB for YA, 1993, ALA; YALSA Popular Paperbacks for YA, 1998, ALA	WCC-MS/JH	Yes
Int - JH	Walker, Lane. SCARFACE'S SECRET. Illus. Dwayne Harris. Hometown Hunters, Inc., c2013. Twins Kent and Kyle Morris are not only turkey hunting in Nebraska, they are also hunting for treasure. 168 p.	+	Setting: Nebraska Game: Turkey Themes: Thrill of the hunt; responsible, ethical hunting	Excellent introduction to spring turkey hunting. Reluctant readers really seem to 'gobble' it up! <i>Outcome unknown.</i>	Amz; AW; BN	n/a	n/a	No
Int - JH	Walker, Lane. THE LEGEND OF THE GHOST BUCK. Illus. Dwayne Harris. Hometown Hunters, Inc., c2012. Boone Mason and his best friend Miles learn of and hunt for a legendary buck that might live near their town, but they find out that their neighbor has his own plans for the monster buck. 136 p.	+	Setting: Michigan Game: White-tail deer Themes: Thrill of the hunt; responsible, ethical hunting	Author inspired to write this to fill void in hunting stories for youth. "Suspense, comedy, real life morals." Both adults and kids enjoy it. <i>Outcome unknown.</i>	Amz; AW; BHP (2/19/13)	n/a	n/a	No

Int - JH	Walpole, Peter. THE HEALER OF HARROW POINT. Charlottesville, VA: Hampton Roads Publishing Company, c2000. Eleven-year-old Thomas will soon be old enough to go deer hunting, but after witnessing a poacher kill a deer in the woods and then a woman miraculously heals the deer, he seeks out the woman to learn her animal-healing ways. 131 p.	-	Setting: Woods Game: Deer Themes: Loving father; rite of passage; respect for nature; undesirables;	Boy looks forward to hunting but changes attitude after seeing poacher shoot the deer. <i>Father sees the light.</i>	PW (7/24/00); SLJ (10/00); VOYA (10/00)	Henry Bergh Children's Book Awd, 2000	Best Books for Middle School and Junior High Readers, 2009.	Yes
SrH	Wells, Ken. MEELY LABAUVE: A NOVEL. New York: Random House, c2000. Fifteen-year-old Emile LaBauve, who goes by Meely, uses his wits and skill to survive in the bayou, roaming and living off the land, dodging bullies, finding a first love, and helping his dad get out of some tight spots. 244 p.	+	Setting: Louisiana bayou Game: Alligator Themes: Loving father; utilitarian hunting; hunting is accepted but juxtaposed with different negative behaviors.	A coming of age story dubbed as a Cajun <i>Huck Finn</i> . Boy often catches and shoots his own dinner, saves his dad from a huge gator, and has run-ins with the law. Great reviews. <i>Bags the game.</i>	BL (1/1/00); KLIATT (11/01); LJ (1/1/00); PW (12/13/99); SLJ (9/00), VOYA (8/00)	SLJ-Best Books, 2000; YALSA Best Books, 2001; YALSA Popular Paperbacks for YA, 2002, ALA; WCC-SrH	WCC-SrH	Yes
MS - JH	Willis, Cynthia Chapman. BUCK FEVER. New York: Feiwel and Friends, c2009. Twelve-year-old Joey and his fifteen-year-old sister Philly relate their experiences trying to cope in a family already strained by the mother's extended travel, and pushed further apart by the father's disappointment that Joey is more interested in drawing deer than hunting them. 228 p.	o	Setting: Rural Pennsylvania Game: Deer Themes: Reluctant hunter; hunting is accepted but juxtaposed with undesirables	Boy likes target shooting and tracking, but doesn't want to kill the game; goes hunting alone anyway to try and please his dad, but gets shot in the foot by poachers; presents pros and cons of hunting; hunting details presented well. <i>Final outcome unclear.</i>	BL (10/15/09); CL; HBG (Spring 10); KR (10/15/09); PW (11/16/09); VOYA (2/10)	WCC-MS/JH	WCC-MS/JH	Yes

Section 3: Supplementary Bibliography of Books that Feature Hunters or Hunting which Fall into Other Categories

Jungle/Safari

- E Allen, Judy. *TIGER*. Cambridge, MA: Candlewick Press, 1992. When the villagers hire a famous hunter to kill the tiger rumored to live in the woods, only one young boy wishes to protect the animal; and, in fact, the hunter knows more than one way to shoot a tiger.
- FIC Appleton, Victor. *TOM SWIFT AND HIS ELECTRIC RIFLE*. Fairfield, IA: 1st World Library, 2004, c1911. In the early 1900s, Tom invents a silent, electric rifle that shoots tiny balls of electricity and then travels to Africa to test the rifle on various wild game. 188 p.
- E Axtell, David. *WE'RE GOING ON A LION HUNT*. New York: Holt, 2000. Two girls set out bravely in search of a lion, going through long grass, a swamp, and a cave before they find what they're looking for.
- E Barchers, Suzanne I. *KUMBA AND KAMBILI: A TALE FROM MALI*. Illus. Ketih D. Shepherd. South Egremont, MA: Red Chair Press, 2013. When the village is terrorized by a lion, the hunter Kambili wishes to track down the beast. However, his wife Kumba steps in to warn him that the lion is actually an evil wizard. Together the brave Kumba and Kambili prove no match for the lion-man. 32 p.
- E Bodden, Michelle. *OBARA AND THE MERCHANTS*. Illus. Kwenci Jones. Rockaway Beach, NY: Water Daughter Publishing, c2004. When the skilled hunter Obara, driven by his own hunger, is fortunate enough to kill an animal for his dinner, a group of hungry merchants approaches his compound. An adaptation of a Yoruban moral tale. 30p.
- E Carson, Jana. *THE MIGHTY LITTLE LION HUNTER*. South San Francisco, CA: Treasure Bay, 2000. When Kibu is told he is too small to go on the lion hunt, he decides to prove he is a mighty lion hunter, with the help of his friends the crocodile, elephant, and the rain.
- E Geraghty, Paul. *THE HUNTER*. London: Andersen Press, 2011, c1994. After being separated from her grandfather in the forest, a young African girl sees elephant poaching firsthand when she rescues a baby elephant whose mother has been killed by hunters.
- FIC Hunt, Elizabeth Springer. *THE PURSUIT OF THE IVORY POACHERS: KENYA*. Illus. Brian Williamson. New York: Weinstein Books, 2008. Spy Jack Stalwart must stop the poachers in Kenya.
- E Hutchins, Pat. *1 HUNTER*. New York: Greenwillow Books, 2006, c1969. One hunter walks through the forest observed first by two elephants, then by three giraffes, etc.

- E Jacobs, Robert H. LITTLE JAKE ON SAFARI. Illus. Mark Swan. Fillmore, UT: Little Sportsman, Inc., 2008. In Little Jake's first African adventure, he is confronted with the moral dilemma of continuing his hunt for Cape Buffalo, or helping the local villagers who have been raided by a rogue elephant. 32 p.
- FIC Khanna, Balraj. RAJAH: KING OF THE JUNGLE. Illus. Sean Victory. Ahmedabad, India: Mapin Pub., 2010. When man starts hunting for Rajah, the jungle king, the animals thwart their efforts to keep their friend and ruler safe. 111 p.
- E MacDonald, Suse. NANTA'S LION: A SEARCH-AND-FIND ADVENTURE. New York: Morrow Junior Books, c1995. A Masai child is curious to see the lion that her father and the other villagers are hunting.
- E Mistry, Kamlesh. THE HUMUROUS HUNT. Mustang, OK: Tate Pub. & Enterprises, 2011. King Dudley takes his son Pip to the jungle to shoot down a tiger despite Pip's reservations, but when the hunt takes an unexpected turn, Dudley may see a side of nature that he isn't prepared for. 52 p.
- E Parker, Victoria. BEARUM SCARUM. Illus. Emily Bolum. New York: Viking, 2002. Ten hairy hunters set out to catch bear. The hunters are unaware that bear has many friends who one by one steal away the hunters until only one remains. 32 p.
- E Salerno, Steve. LITTLE TUMBO. New York: Marshal Cavendish, c2003. When a baby elephant named Little Tumbo is captured by hunters, he wishes he could trumpet loudly to summon help.

Historical Native American / Wild frontier days of America / Westerns

- FIC Cline, Michael S. BEAR HUNTER: ADVENTURES OF A KOYUKON BOY. Homer, AK: Glen Erin Press, 2010. Set in the mid-1960s this story follows eleven-year-old Simon as he learns to become a Koyukon man in an Interior Alaskan Athabascan village like Huslia. ... Follow Simon as he learns traditional village ways of bear hunting, dog mushing, beaver trapping and other Athasbascan Indian activities. When Simon goes out on the lake's weak spring ice to play, he learns another lesson about survival and depending on each other. 163 p.
- FIC Grey, Zane. BUFFALO STAMPEDE. Detroit, MI: Five Star, 2012, c2011. A young buffalo hunter and the leader of a gang of hide thieves, are at war with a tribe of Indians over the reckless killing of buffalos. 493 p.
- FIC Kelton, Elmer. BUFFALO WAGONS. Prince Frederick, MD: Recorded Books, 2002. By 1873, the great buffalo herds have been all but wiped out, and the hide hunters are looking for other work. So when Gage Jameson hears of one remaining herd, he sees a final opportunity to make a huge profit. But to find the buffalo, he will have to take his line of wagons deep into Comanche territory, where death lurks behind every rock. 317 p.

- E Kennerly, Joan, et al. *THE WILD BUFFALO RIDE*. Illus. Peter (Rusty) Tatsey. Helena, MT: Montana Office of Public Instruction, 2009, 1978. Based on a true story about Middle Person, a Blackfeet Indian woman in her early twenties, and the buffalo ride on which she went with her husband and other Indian warriors. 36 p.
- ER Parish, Peggy. *GOOD HUNTING, BLUE SKY*. Illus by James Watts. New York: Harper & Row, c1989. Blue Sky goes out to hunt for meat for his family and comes home with something quite unexpected. 64 p.
- FIC Rivera, Raquel. *ORPHAN AHWAK*. Victoria, BC: Orca Book Publishers, c2007. Aneze, a young First Nations girl survives the brutal raid of her family's camp by an enemy tribe. Wounded and orphaned, Aneze is determined to become a hunter and take care of herself. As she struggles to survive on her own, first in the forest and then in a remote world of tundra and sea-ice, she endures cold and hunger and befriends people whose customs are completely foreign to her. 137 p.
- FIC Simmons, Marc. *JOSE'S BUFFALO HUNT: A STORY FROM HISTORY*. Illus. Ronald R. Kil. Albuquerque, NM: University of New Mexico Press, 2003. In 1866, eleven-year-old Josae Arrellanes leaves his home in New Mexico, joining the ciboleros, or buffalo hunters, as they hunt on the Texas plains. 62 p.
- FIC Taylor, Cora. *ANGELIQUE: BUFFALO HUNT*. Toronto: Penguin, 2002. Angelique Book 1. With her Metis family, she is preparing for the annual buffalo hunt on the prairies. This year's hunt will be special for Angelique because she is old enough now to participate alongside the grownups, instead of the children. 85 p.
- FIC Taylor, Cora. *THE LONG WAY HOME*. Toronto: Penguin Canada, 2005. 110 p. When Angelique, her friend, and little brother pursuit the Sioux raiders who stole their horses, they get captured themselves, escape and must survive on the prairie before they are reunited with their families.

Inuit/Arctic

- E Damjan, Mischa. *ATUK: A STORY*. Illus. Jozef Wilkon. London: North-South, 2002. Atuk, an Inuit boy, seeks revenge on the wolf responsible for killing his beloved husky puppy.
- E Kickbush, Joan Arend. *ESKO THE ESKIMO*. Menomonie, WI: University of Wisconsin-Stout, 2001. Young Esko the Eskimo dreams of becoming a hunter like his father, but when he decides to practice his hunting skills instead of going to school, he lands on an iceberg surrounded by water, with no way to escape.
- E Lester, Helen. *TACKY THE PENGUIN*. Boston: Houghton Mifflin, 2006. Tacky the penguin does not fit in with his sleek and graceful companions, but his odd behavior comes in handy when hunters come with maps and traps.
- E Lester, Helen. *TACKY'S CHRISTMAS*. Illus. Lynn Munsinger. New York: Houghton Mifflin Harcourt, 2010. Goodly, Lovely, Angel, Neatly, Perfect, and Tacky the penguin are having a wonderful Christmas, complete with an unusual tree, when Tacky's odd behavior saves them from a group of hunters.

FIC Markoosie. HARPOON OF THE HUNTER. Illus. Germaine Arnaktauyok. Montreal: McGill-Queen's University Press, 2007, 1970. The story of Kamik, a young hero who comes to manhood while on a treacherous hunt for a wounded polar bear. 81 p.

Non-traditional (sci-fi, dystopias, horror, humans are the game, etc)

FIC Connell, Richard Edward. THE MOST DANGEROUS GAME. Mankato, MN: Creative Education, 2011, c1924. On his way to hunt jaguars in the Brazilian jungle, a professional hunter is marooned on a remote island inhabited by a fellow hunter who pursues unusual game.

FIC Gross, Philip. THE LASTLING. New York: Clarion Books, 2006, c2003. Having traveled to a war-torn area of the Himalayas with her uncle to hunt exotic game, fourteen-year-old Paris befriends a lost twelve-year-old Buddhist monk and a young yeti, from whom she learns about humanity and friendship. 248 p.

FIC Jarrell, Randall. THE ANIMAL FAMILY. Illus. Maurice Sendak. New York: HarperCollins, 1996, c1965. A lonely hunter living in the wilderness beside the sea gains a family made up of a mermaid, a bear, a lynx, and a boy. 179 p.

FIC King, Stephen. DREAMCATCHER: A NOVEL. New York: Scribner, c2001. Four men who reunite every year during hunting season in the woods of Maine, encounter a disoriented, incoherent stranger who drags the men into a terrifying struggle with a creature from another world, and their only chance for survival lies in their shared past. 620 p.

FIC Mary-Todd, Jonathan. SHOT DOWN. Minneapolis, MN: Darby Creek, 2012. When a bullet knocks Malik and the Captain's hot-air balloon out of the sky, landing them in the Kentucky wilderness, they are chased by man-hunters who believe hunting the weak is their post-apocalyptic duty. 92 p.

FIC O'Guilin, Peadar. THE INFERIOR. New York: David Fickling Books, 2008. In a brutal world where hunting and cannibalism are necessary for survival, something is going terribly wrong as even the globes on the roof of the world are fighting, but one young man, influenced by a beautiful and mysterious stranger, begins to envision new possibilities. 439 p.

FIC Spinner, Stephanie. QUIVER. New York: Alfred A. Knopf, c2002. When her father commands that she produce an heir, the huntress Atalanta gives her suitors a seemingly impossible task in order to uphold her pledge of chastity, as the gods of ancient Greece look on. 177 p.

Open Season (Motion Picture) Books

FIC Jones, Jasmine. THE MIGHTY GRIZZLY. New York: HarperKidsEntertainment, 2006. After causing too much chaos in the human world, Boog the grizzly bear has been returned to the forest. Boog and his new friend Elliot the deer struggle to find their way back to the safety and warmth of Ranger Beth's garage. 64 p.

- E Mawhinney, Art. OPEN SEASON. Lincolnwood, IL: Publications International, 2006. Search for hidden objects in eight extra-busy scenes-- from Boog's garage apartment in his quaint mountain hometown, to deep in the forest filled with animals on a mission.
- E Simon-Kerr, Julia. BEST BUDDIES. New York: HarperKidsEntertainment, c2006. When Boog suddenly finds himself lost in the forest, he must rely on his new friend Elliot to lead the way home. There's just one problem-- Elliot doesn't actually know how to get there! Boog leaves Elliot behind, only to discover that the mean hunter Shaw is on their trail. Will Boog go home to his warm bed, or head back to the forest to save his new friend?
- E Stephens, Monique Z. OPEN SEASON: MEET THE CHARACTERS. New York: HarperCollins Publishers, c2006. Introduces a bear named Boog and a deer called Elliot, two characters from the motion picture Open season. 32p.
- E Stephens, Monique Z. OPEN SEASON: THE INCREDIBLE MR. E! New York: HarperCollins, c2006. A mule deer leads a band of forest animals against a mean hunter. 32 p.
- E Young, Reid Alan. OPEN SEASON. Illus. Renee Tawa. Lincolnwood, IL: Publications International, 2006. Boog, a friendly grizzly, is lost in the woods but meets a new friend, Elliot. A sound-effects book.

Prehistoric

- E Bush, Timothy. GRUNT! THE PRIMITIVE CAVE BOY. New York: Crown, c1995. Grunt, a young cave boy, can draw animals that are so realistic they come to life, but when the tribe's hunters kill the animals for food, their greed almost depletes the supply altogether.
- FIC Clark, Patricia Nikolina. IN THE SHADOW OF THE MAMMOTH. Illus by Anthony Alex LeTourneau. West Bay Shore, NY: Blue Marlin Publications, c2003. Zol wants to be a great hunter like his father, who was killed on a mammoth hunt many years before, but is haunted by his belief that animals feel fear and pain, especially after he rescues and tames a young crow. 171 p.
- E Clement, Claude. MUSICIAN FROM THE DARKNESS. Illus. John Howe. Boston: Little, Brown, 1990. An outsider in a primitive hunting society learns about the power of music as both an agent of destruction and consolation. 26 p.
- E Harvey, Damian. OGGY AND THE DINOSAUR. Illus. Franciois Hall. Mankato, MN: Sea-To-Sea, c2006. When a prehistoric hunter chases a dinosaur to its cave, he suddenly becomes the hunted. 23 p.
- FIC Searcy, Margaret Zehmer. EYR THE HUNTER: A STORY OF ICE-AGE AMERICA. Illus. Joyce Haynes. Gretna, LA: Pelican Pub. Co., c1995. Eyr, a young hunter living 12,000 years ago near Alaska, plays an important role in the survival of his band. 40 p.

- E Tankard, Jeremy. ME HUNGRY. Cambridge, MA: Candlewick Press, 2008. A little prehistoric boy decides to hunt for his own food, and makes a new friend in the process.
- E Winter, Jeanette. KALI'S SONG. New York: Schwartz & Wade Books, c2012. Thousands and thousands of years ago, a young boy gets his first hunting bow and learns to shoot, but he prefers to use the bow to make music.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Problem and Purpose

Many youth across the United States, especially boys in rural areas, take interest in the sport of hunting, and the librarians, teachers and other adults who care about the reading habits of those boys want to provide them with books that feature hunting. Yet the researcher, other librarians and hunting advocates are concerned that many books portray hunting in a negative, rather than a positive or neutral, way. There was a lack of any comprehensive bibliography that identified books for youth that feature hunters and hunting, yet alone one that identified how the hunters or their sport were portrayed in those books. Therefore, the purpose of this project was to create an annotated bibliography which would fill the existing gap.

Conclusions

The researcher found that there is a multitude of fictional books for children and adolescents that feature hunters and hunting. When the initial data collection stage was complete, the researcher had compiled a list of over 200 titles for consideration; after analyzing the game being hunted in or setting of the stories, the researcher identified several categories of hunting stories (see Appendix A) and decided to further analyze only the titles which embodied hunting in a traditional American setting during the 20th or 21st centuries. After applying project limitations to those remaining titles, the researcher analyzed book reviews and summaries of 101 titles—36 easy picture books and 65 fictional chapter books—for inclusion in the annotated bibliography.

Among the 101 titles in the annotated bibliography, the number of positive, negative, and neutral overall portrayals of hunters or hunting are 51 (51%), 20 (20%), and 26 (26%), respectively; there were 4 (4%) titles with no overall portrayal of hunters or hunting that the researcher could ascertain from the reviews or summaries. Among the 36 easy picture books are 19 (53%), 8 (22%), and 9 (25%) titles with positive, negative, and neutral portrayals of hunters or hunting, respectively. Among the 65 fictional chapter books and novels are 32 (49%), 12 (18%), 17 (26%), and 4 (6%) titles with positive, negative, neutral, and unidentifiable portrayals of hunters or hunting, respectively.

One component of the annotated bibliography identifies whether titles have been favorably reviewed by a professional review source for librarians. The researcher found that 57 titles in the annotated bibliography have received at least one favorable professional review, and the remaining 44 titles have not received a favorable review among professional resources. One trend the researcher found among the favorably reviewed titles is that picture books have a nearly equal proportion of titles with positive, negative, and neutral portrayals, at 7 (35%), 6 (30%), and 7 (35%), respectively; while among the favorably reviewed fiction books, the proportion of titles with positive, negative, neutral, and unidentifiable overall portrayals, at 14 (38%), 9 (24%), 12 (32%), and 2 (7%), respectively, are not as equal as in the picture book category. The researcher noticed this slight difference among the proportions of titles in the picture and fiction books that have favorable, professional reviews but does not consider it to be a significant difference.

Interestingly, the researcher did find a major difference in the proportions of hunting portrayals among the titles that did not have any favorable professional librarian

reviews. The researcher analyzed these books by just the information found within book summaries, publisher descriptions, or non-professional reviews. Among the 16 picture books without favorable professional reviews, 12 (75%) portray hunters or hunting positively, 3 (19%) negatively, and 1 (6%) neutrally. Among the 28 fictional chapter books without favorable professional reviews, 18 (64%) portray hunters or hunting positively, 3 (11%) negatively, 5 (18%) neutrally, and 2 (7%) for which the researcher could not comfortably identify an overall portrayal.

The researcher finds all of these statistics surprising but reassuring that hunters and hunting are not as widely criticized in adolescent literature as she originally believed. She does recognize that her project has limitations in depth because her primary purpose was to locate and list the books; thus she only analyzed the book reviews and summaries for the books and has not read the majority of them herself. However, the researcher noticed that many of the books without favorable professional reviews seem to be self-published or small press works. She wonders whether many of the authors of such works even send their books to professional book review sources. The researcher encourages all authors of hunting books for youth to do so because many library selection policies require librarians to rely on professional sources—not non-professional sources—for book reviews and recommendations for purchase.

Recommendations

As aforementioned, the scope of this project has some limitations. Therefore, the researcher has some recommendations for further study. One could further analyze the titles in the other hunting story categories listed in Appendix A, in addition to analyzing hunters and hunting in folklore stories—which were not included in this project. One

might also locate and read any of the books in the annotated bibliography to gain and provide others with a deeper sense of the portrayal of hunters and hunting. Another avenue of research might be whether youth and youth hunters actually care about the portrayal of hunting in a story, or whether it is just adults who are concerned about such portrayals in literature.

Despite the limitations of this project, the researcher feels that many people can benefit from it and therefore plans to share her work with both hunters and librarians. Various hunting groups and organizations might be interested in the bibliography, or a subset of it, to post on their websites or to publish in one of their magazines. The bibliography could also be useful to librarians, so the researcher plans to share it through library networks, such as SLIK-12 or LM-Net. The researcher might also consider writing an article for a library publication such as *Rural Libraries* or *School Library Monthly* to share her bibliography with a wider audience of librarians.

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APPENDIX A

HUNTER/HUNTING STORY CATEGORIES IDENTIFIED BY THE

RESEARCHER

The category of hunter/hunting stories featured in the annotated bibliography:

- **Traditional** – game being hunted is typically that of which is hunted in modern America (20th – 21st centuries) or Canada (but not the Arctic); some of the stories may take place in other countries, though, such as England or New Zealand

The other categories of hunter/hunting stories not featured in the annotated bibliography but that are listed in the third section in a brief bibliography:

- **Inuit / Arctic** – set in a polar region and may feature Inuit hunters
- **Jungle / Safari** – set in an ‘exotic’ locale such as in a jungle or on an African safari
- **Historic Native American / Wild frontier days of America** – set during or before the 19th century; may be primarily a Native Americans hunting story, but might be a Western or one in which white men and Native Americans interact with each other
- **Non-Traditional** – hunting stories that are considered more science-fiction, dystopian, or horror in which humans may be the game
- **Open Season (Motion Picture)** – books based on the animated children’s movie *Open Season*
- **Prehistoric** – set in prehistoric times with cavemen as the hunters

APPENDIX B

CHARACTERIZATIONS IN STORIES FEATURING HUNTERS & HUNTING

- Anti-Hunter – openly opposes or protests hunting
- Average Joe – experiences some success and some failure, mostly due to good or bad luck (Greenwood, 2004)
- Clown – provides comic relief through poor choices but not generally looked down upon (Greenwood, 2004)
- Clueless hunter – one who is dimwitted or easily tricked
- Fatherly portrayal:
 - Ridiculing father – one who is mean and not understanding
 - Loving father – one who is kind and understanding
- Hateful hunter – portrayed as cruel, mean, or greedy towards their game or people
- Hero – excellent hunting skill, knowledge, and values; cool, confident, humble, yet witty demeanor (Greenwood, 2004)
- Novice – inexperienced and unfamiliar with hunting; often provides a reminder for why certain rules exist (Greenwood, 2004)
- Reluctant hunter – may feel pressured to hunt (for various reasons) but doesn't really want to
- Self-Destructive – cause tragedies by their carelessness (Greenwood, 2004)
- Trigger-Happy – power-hungry, obsessive, anxious to use weapons; competitive; seem to have a “thirst for blood” (Greenwood, 2004)
- Undesirable – the ‘bad guys’ of hunting who hunt illegally or unethically; poachers (Greenwood, 2004; Smith, 2004)

APPENDIX C

**THEMES AND OUTCOMES IN STORIES FEATURING HUNTERS &
HUNTING**

Themes

- Takes place against a hunting background – story is set somewhere that hunting commonly occurs (Smith, 2004)
- Rite of passage – from non-hunter to hunter; change in status from a mere observer in the woods to being mature enough (which often means *licensed*) to take an animal's life with a bullet or arrow (Smith, 2004)
- Hunting is accepted but juxtaposed with a different negative behavior, such as school violence or murder mysteries (Smith, 2004)
- Responsible, ethical hunting – legal and ethical practices of hunting are observed or emphasized
- Hunting is accepted but juxtaposed with undesirables (often poachers)
- Utilitarian hunting – hunting for practical purposes, such as providing meat for the family (Smith, 2004)
- Survival hunting – hunting when it is necessary to one's survival in the world (Smith, 2004)
- Thrill of the hunt – follows the hunter through the excitement of the hunting trek (Smith, 2004)
- Respect for nature – appreciates the wilderness and those things in it; characters are animal-lovers, conservationists, or hunters who aim for a careful shot and swift kill

- Hunting a threat – hunting an animal because it has attacked humans, livestock, or other animals
- Beneficial hunting – emphasizes the positive ecological, environmental, or social (camaraderie/bonding with family/friends) benefits of hunting
- Hunter becomes the hunted – the tables are turned
- Bond with hunting dog – character has a deep bond or love for a hunting dog

Outcomes

- Bad luck – animal is not killed b/c hunter has bad luck
- Bags the game – animal is sighted and killed
- Confounded – animal is not killed b/c hunter or hunting dogs are clueless/dimwitted/tricked/lead off the trail
- Retreats – animal is not killed b/c hunter is scared
- Sees the light – hunter is transformed and doesn't hunt anymore
- Surrenders – animal is not killed b/c hunter 'lays down his arms' because of he/she is compassionate/feels sorry for/identifies with animal; may capture game but then releases it