

# HERE LIES LINC

by Delia Ray  
A Teaching Guide

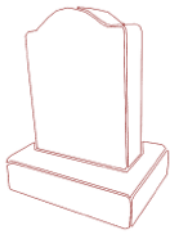


Linc knew this year was going to be different, but he didn't realize *how* different. Twelve-year-old Lincoln Crenshaw is starting public school, just trying to be a normal kid with a normal life. But it's not so easy fitting in when your mother is an absentminded professor who studies burial customs. Year after year Linc has been dragged to more graveyards than he can remember. And on top of that, he lives right next door to the local cemetery. So what is Linc's first research assignment at his new school? A trip to Oakland Cemetery to study graves. Linc chooses to research the legendary Black Angel monument and discovers that there are more secrets in the cemetery than he bargained for . . . including secrets about his own family.



Photo Credit: Jennifer Black Reinhardt

Delia Ray [www.deliaray.com](http://www.deliaray.com)

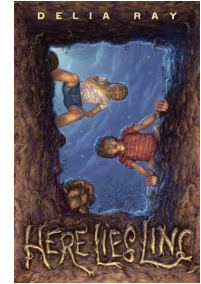


# Study Guide for **HERE LIES LINC**

## GETTING STARTED

Whether *Here Lies Linc* is being used as a one class – one read title, a literature circle/guided reading book, or as a selected title within a mystery genre or author focus, motivation to read is an important element.

- Design a bulletin board using the author poster and book jacket included in the final pages of this guide. (Print the author poster and book jacket on photo paper.)
- Introduce the author and the book with a book talk sharing select information from the following sources:
  - Guide pages 10-11: “Delia Ray: Author of *Here Lies Linc* and Other Books”, and the Booklist.
  - YouTube video: “Where Author Delia Ray Finds Ideas for Children’s Books” produced/directed by Cheryl Fusco Johnson (ONLINE) <http://bit.ly/herelieslinc>
  - More information about the background of *Here Lies Linc*, and an excerpt to read aloud is included in the “About the Book” section on Delia’s web page (ONLINE) [www.deliaray.com/content/herelieslinc.asp](http://www.deliaray.com/content/herelieslinc.asp)



The following discussion/research suggestions have been aligned to the Common Core Standards ([www.corestandards.org](http://www.corestandards.org)). Not all states and districts are following these standards but they do provide an anchor of reference for the suggestions and will assist the alignment to specific standards being used in your district/state curriculum.

## READ AND DISCUSS

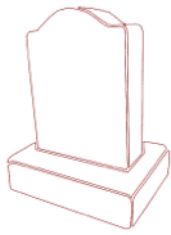
**Three Strategies** — Choose the most appropriate for your class and group of learners (the following pages include a selection of discussion ideas to be used regardless of the reading strategy you choose):

1. *Read Aloud*: Read-aloud a chapter (or more a day) to a group. Each day allow time to discuss (as a group) what has been read during that day’s session. Use the suggestions on the following pages to suggest topics to highlight or discuss. Periodically ask students to reflect on the reading and discussion by writing a reader’s response in their reading journals.
2. *Literature Circle*: A common approach is to organize groups of four and assign tasks to each member of the group: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker. Part of this procedure is to regularly reflect (in writing) on the group’s progress, discussions, and what has been read in the book.
3. *Read Alone*: Each day allocate a minimum of 20 minutes for reading, and another 10 minutes for writing a reflection in the student’s personal reading journal. In the journal the learner may record significant learning about any of the characters, the setting, the plot, or interesting vocabulary the reader has encountered.

The reading journal serves a valuable role of allowing students to read, reflect, and then review their comments prior to a group discussion.

*After reading a good book it is best to have a great discussion, rather than a great inquisition.*

~ Clair Patricia Hansen



# Study Guide for **HERE LIES LINC**

CORE STANDARDS – ANCHOR STANDARDS

[www.corestandards.org](http://www.corestandards.org)

## *The Standards*

### KEY IDEAS AND DETAILS

CCSS.ELA-Literacy.CCRA.R.1  
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.W.1  
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

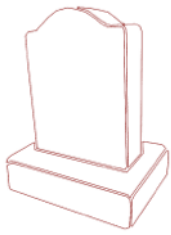
CCSS.ELA-Literacy.CCRA.R.2  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.W.2  
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## *Questions to Ask/Discuss with Students*

### WRITE OR DISCUSS

- Linc feels that his mother is not like other mothers and that she is not like a “regular mom.” (p. 44) Do you agree or disagree?
  - ✓ Find at least three pieces of evidence from the book to support your position.
  - ✓ Copy quotes and note the page number.
  - ✓ You may also make inferences but you must support your thinking with evidence from the text that supports your inference.
- In the first chapters Linc felt that Mellecker, for some reason, did not like him. Why did Linc think that Mellecker was not interested in being friends and that he was out to embarrass Linc?
  - ✓ List at least three actions by Mellecker that would make Linc think Mellecker was somewhat hostile.
  - ✓ Copy quotes and note the page number.
  - ✓ You may also make inferences but you must support your thinking with evidence from the text that support your inferences.
- On p. 92 Delaney and Linc discuss the symbol on the Raintree gravestone (“a torch, fallen on its side, with flames dying to a flicker”).
  - ✓ Make an inference as to what the torch fallen on its side might symbolize.
  - ✓ Check your inference with the one suggested by the author on pages 286-287.
- Learners choose one of the book’s four themes/central ideas:
  1. Linc’s peer relationships
  2. Linc’s and his mother’s relationship
  3. The Family Secret
  4. Adopt-a-Grave Research
  - ✓ Write a brief introductory summary of the idea as it progresses through the book from beginning to end.
  - ✓ Create a list of sequenced key events that show how the idea/theme develops throughout the book from the first appearance in the book to the final resolution.



# Study Guide for **HERE LIES LINC**

CORE STANDARDS – ANCHOR STANDARDS

[www.corestandards.org](http://www.corestandards.org)

## *The Standards*

### KEY IDEAS AND DETAILS

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

## *Questions to Ask/Discuss with Students*

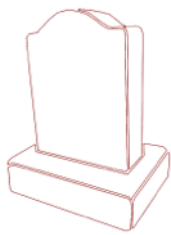
### WRITE OR DISCUSS

Characters major/minor:

- Lincoln Raintree Crenshaw (Linc)—chief protagonist (12 years old)
- Lottie Landers—Linc’s mother and college professor; expert on graves/cemeteries
- Blair Mellecker (Mellecker)—Linc’s former classmate from the Ho-Ho school
- Delaney Baldwin (Delaney)—classmate
- Mr. Oliver—teacher
- Winslow, Dobbins, York & McNutt—noisy neighbors (gravestones in cemetery—imaginary comments)
- Mr. Krasney—93-year-old neighbor (helped Linc with research)
- Gene (Jeeter)—Caretaker at the cemetery
- Mr. Kilgore—Cemetery Superintendent (Warden); Jeeter’s boss
- Adeline Raintree (Addie)—the “surprise character”

- Choose a character (other than Linc) and construct responses to the following—discuss in a large/small group or answer briefly in your reading journal:
  - ✓ Describe the character’s relationship with Linc at their first meeting
  - ✓ Summarize at least two incidents that occurred between Linc and the selected character.
  - ✓ Describe the character’s relationship with Linc at or near the end of the book.
  - ✓ Respond to this question: Did the relationship change from the beginning of the book to the end? Yes or No. And if so, what do you think helped the change come about; or why don’t you think change occurred?





# Study Guide for **HERE LIES LINC**

CORE STANDARDS – ANCHOR STANDARDS

[www.corestandards.org](http://www.corestandards.org)

## *The Standards*

### CRAFT AND STRUCTURE

CCSS.ELA-Literacy.CCRA.R.4  
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5  
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## *Questions to Ask/Discuss with Students*

### DISCUSS THESE WORDS/SENTENCES

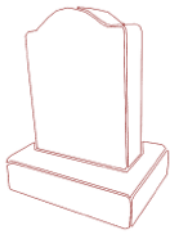
- Linc talking about his encounter with Mellecker:  
“Then I stood there with my heart swelling like the Grinch’s on Christmas morning when he hears all those Whos singing down in Whoville” (page 74). The author uses this analogy to express how Linc felt after his conversation with Mellecker.
  - ✓ Explain how this analogy works to tell how Linc feels.
- About Lottie: “Instead she winced and blinked her eyes shut as if she had walked into a spider web” (page 188).
  - ✓ Read this sentence within the context of the narrative on the page and discuss what you feel the author was attempting to portray with her choice of words: “wincing,” “blinked her eyes,” “walked into a spider web.”
- Locate other passages in the text that use an interesting choice of words. Discuss the impact on the tone and meaning.

**The Family Secret:** Authors often foreshadow action that takes place later in the story. The entire mystery surrounding Linc’s name and the family mystery is foreshadowed in several places early in the book.

- Locate the sentences/segments that foreshadow the final outcome (revealed in Chapter 25: pages 204-210). Close reading: 69, 74-76, 81-84, 91-92, 96, 105, 164-166, 169, 186-187, 197-203.
  - ✓ As the book is read, discuss each of these clues and predict the final outcome; Or
  - ✓ After reading the entire story, go back to these pages and discuss how the author slipped these clues in to lead readers to the final conclusion.
  - ✓ Did the author include any red herrings?

**The Black Angel:** The author builds information about the Black Angel throughout the story.

- As the story is read create a list of “facts” that are revealed about the Black Angel.
  - ✓ How do the facts help move the story along?
  - ✓ Did Linc disprove any of the Black Angel myths?



# Study Guide for **HERE LIES LINC**

CORE STANDARDS – ANCHOR STANDARDS

[www.corestandards.org](http://www.corestandards.org)

## *The Standards*

### CRAFT AND STRUCTURE

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

## *Questions to Ask/Discuss with Students*

### DISCUSS POINT OF VIEW (POV)

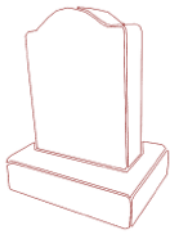
- ❑ This story is told through the voice of Linc who shares experiences with Delaney, Mellecker, and the other characters in the book. Choose any incident from the book and rewrite that incident from another character's point of view.  
Possible selection choices include:
  - The opening scene in the cemetery when the children are on their field trip (starting p. 25 “Excuse me...”) – Lottie’s appearance from Linc’s perspective; retell the scene from the POV of Mr. Oliver.
  - The exchange between Mellecker and Linc in Chapter 3. Retell from Mellecker’s point of view (pp. 31-39).
  - Linc’s and Mr. Kilgore’s first encounter in the cemetery (pages 61-63)—from Mr. Kilgore’s POV.
  - Delaney and Linc’s first study meeting—from Delaney’s POV (pages 90-97)
  - The meeting of Linc and Delaney with Adeline Raintree at the cemetery—from Adeline’s POV (pages 165-168); later at Adeline’s house pages 200-203).

### INTEGRATION OF KNOWLEDGE AND IDEAS

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- ❑ On p. 92 Delaney and Linc discuss the meaning of the torch as a symbol and the symbol on the Raintree gravestone (“a torch, fallen on its side, with flames dying to a flicker”).
  - ✓ What do you think is the symbolic meaning of the symbol (inference)?
  - ✓ On page 286 the meaning of the torch’s sideways position, as related to this gravestone, is shared.
  - ✓ How did your inference match up with the actual meaning that Ms Raintree intended?
- ❑ Evaluate: Linc’s relationship with the new cemetery superintendent. Reading the author’s text (pages 61-64, 130-135, 175-178, 234-241, 242-247, & 278-281), readers could infer that Linc and Mr. Kilgore did not like one another.
  - ✓ Review any one of the instances where Linc and Mr. Kilgore interact and cite the details that would support the inference.



# Study Guide for **HERE LIES LINC**

CORE STANDARDS – ANCHOR STANDARDS

[www.corestandards.org](http://www.corestandards.org)

## Books for Further Reading

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Here Lies Linc* may be read in conjunction with other texts that share similar types of themes. The following list will provide some possibilities for comparing and contrasting the themes, topics, and author technique. These are only a few possible titles. Any two titles can be compared/contrasted using a close reading of both texts to identify similarities or differences in specific elements of the book: setting, characters, arc of the story, and so forth.

Negotiating family relationships/family mysteries & secrets/interesting parents and parent figures.

- ***each little bird that sings*** by Deborah Wiles (Harcourt, 2005)—Ten-year-old Comfort Snowberger’s family runs the town’s funeral home; and Comfort must learn to handle her interesting family and her friends who stop talking to her.
- ***Maximilian and the Mystery of the Guardian Angel: A Bilingual Lucha Libre Thriller*** by Xavier Garza (Cinco Puntos Press, 2011)—Eleven-year-old Max is looking forward to his favorite wrestler coming to town, and explores a possible connection to his family.
- ***One Crazy Summer*** by Rita Williams-Garcia (Amistad/HarperCollins, 2010)—Three girls negotiate their relationship with a mother they just met.
- ***P. S. Be Eleven*** by Rita Williams-Garcia (Amistad/HarperCollins, 2013)—Sequel to *One Crazy Summer*; the girls return to their grandmother’s home and changing family relationships.
- ***Rooftoppers*** by Katherine Rundell. Illustrated by Terry Fan (Simon & Schuster, 2013)—In Victorian London Sophie searches for her mother and is assisted by homeless young “rooftoppers.”
- ***Small as an Elephant* by Jennifer Richard Jacobson** (Candlewick, 2011)—Jack struggles to keep his mother’s mental illness a secret while trying to find his own way.

### Writing a Comparison/Contrast paper

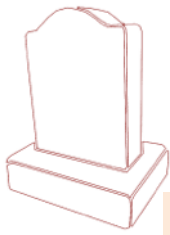
Comparing and contrasting is possible using any two pieces of literature:

- Identify the topics being compared;
- State a clear purpose for the comparison;
- Use specific examples and details to support both similarities and differences;
- Present in a clear organizational pattern;
- Make the relationships among ideas clear by using transitional words and phrases;
- Summarize the comparison in the conclusion.

Compare two characters

A complete comparison of any two novels/books demands complex skills in regard to recognizing themes, author’s purpose, characters, arc of the story and so forth. At the beginning of this process it might be beneficial to choose one element of each book, for example, the main character and create a similarities/dissimilarities list/diagram. Modeling both forms

(Venn-diagram or a linear comparison chart) is an effective teaching strategy. Example: Identify the characteristics of Lottie from *Here Lies Linc* as compared to Charles Maxim, Sophie’s rescuer and guardian in *Rooftoppers*.



# Study Guide for **HERE LIES LINC**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY  
CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Topics that are included in a novel often stimulate more curiosity regarding those topics. Research undertaken to satisfy that curiosity provides an opportunity for learners to read informational texts and make sense of what they are learning. Encouraging inquisitiveness can provide a real purpose for reading and help develop comprehension of informational texts. Background and wide reading contribute to comprehension and more in-depth understanding.

## Research: Gravestone Symbols

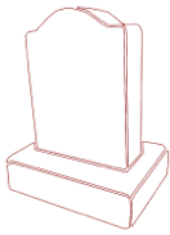
Linc and Delaney discover a symbol on the Raintree gravestone (page 92). Symbols are used to show something of particular significance to the individual buried. For example, a long-time farmer might have a Ford tractor engraved on his head stone. Some have photographs engraved. There are standard symbols meant to indicate a certain attribute or idea.

- Investigate the common symbols and their meanings.
  - Investigate epitaphs on actual gravestones.
    - ✓ Learn what you can about symbols (and epitaphs) what they mean, by using these resources:
      - Santore, Beth. (2003-2013) *Grave Addiction* (WEB) [www.graveaddiction.com/](http://www.graveaddiction.com/). This site has a page devoted to symbolism but also to many other topics regarding gravesites.
      - Coleman, Penny. *Corpses, Coffins, and Crypts: A History of Burial*. Henry Holt, 1997. 224 pages.
      - Keister, Douglas. *Stories in Stone: A Field Guide to Cemetery Symbolism and Iconography*. Gibbs Smith, 2004. 256 pages.
      - Cooper, Gaylord. *Stories Told In Stone: Cemetery Iconology*. MOTES, 2009. 128 pages.
- Books unavailable in your school library might be available at your local public library or via interlibrary loan. Just ask a librarian.
- ✓ If it is not possible to visit a cemetery, pictures of gravestones are part of the entries on the USGenWeb Project site. Access almost any cemetery in the nation at the *Free Genealogy and Family History Online – The USGenWeb Project* (WEB) [www.usgenweb.org/](http://www.usgenweb.org/).
  - Showcase the Learning: Prepare a presentation (power point, poster, YouTube video) sharing what you learned about gravestone symbols (or epitaphs) with your classmates/invited guests.
  - Create a symbol for your gravestone or that of one of the book’s characters.
  - Review the epitaphs that start each chapter of *Here Lies Linc*.
    - ✓ Research to locate unusual epitaphs.
    - ✓ Write an epitaph for your gravestone or for one of the book’s characters.

Research stimulated by bits and pieces within one literary work will often provide interesting information and lead to wide reading and learning that will contribute to a learner’s overall literary background and enhance comprehension in other learning situations.

Linc describes a flour method for making faded worn inscriptions more easily read, on page 131.



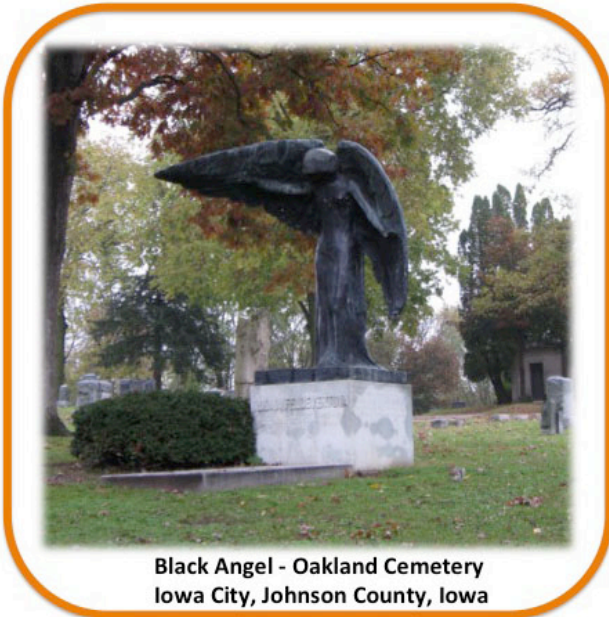


# Study Guide for **HERE LIES LINC**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY  
CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## Research: Black Angel Monument

The Black Angel monument really does exist in the author's hometown. The facts that Delia Ray includes in the story are based on the facts that exist in relation to the actual grave monument.



Black Angel - Oakland Cemetery  
Iowa City, Johnson County, Iowa

- Reread/skim *Here Lies Linc* and make note of the facts regarding the statue.
- Write a brief article about the Black Angel monument based on the facts included in the book.
- Research information from other sources regarding the Black Angel.
- Compare the researched information with the information from the book. Discuss or write a brief paper to answer these questions. Did the author change some of the details regarding the statue? If so, why do you think the author did that? Is there any information you discovered in your research that you think Ray should have included in the book?

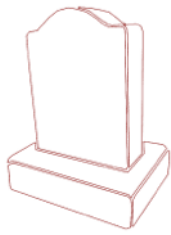
## Resources: Black Angel

This is a good time to plan a lesson about credible web sources and proper citations for those sites that one does use as a resource. Use an Internet search engine (such as Google or Bing) to locate sites. There will be Wikipedia entries but in general Wikipedia pages are considered tertiary sources. (See more information about Wikipedia and academic use at [http://en.wikipedia.org/wiki/Wikipedia:Academic\\_use](http://en.wikipedia.org/wiki/Wikipedia:Academic_use)).

Three Strategies for Initiating Research on the Internet/library:

1. Ask each student/pair of students to search for information about the Black Angel.
2. Provide a demonstration/modeling lesson showing students with a large screen projection/white board the process of searching and skimming of the possible sources for information. Compile a class list of appropriate sources to read and investigate.
3. Supply citations to learners for resources. Supplying these sources will allow learners to focus on the analyzing and synthesizing of the information accessed.

Note: One might think that "cemetery symbolism" would be an appropriate search for research in the library's databases such as EBSCO. However, available articles tend to be reviews of books, or more related to events than to symbolism in general, and not directly related to this topic. Best to leave that lesson for another opportunity. Appropriate "Black Angel" articles are not included in the databases either. The best sources seem to be on the WWW. This makes it all the more important that students who are searching for sites independently are able to evaluate sites for credibility.



# Study Guide for **HERE LIES LINC**

## RESOURCES FOR THE BLACK ANGEL AT OAKLAND CEMETERY

*Oakland Cemetery is home to the legendary monument called the "Black Angel", which is an 8.5 foot tall monument for the Feldevert family erected in 1912. The facts behind the Black Angel long ago gave way to myths, superstitions and legend surrounding its mysterious change in color from a golden bronze cast to an eerie black.*

~ Iowa City (Iowa) Government Official Site  
[www.icgov.org](http://www.icgov.org)

Scurman, Mark and Mark Moran. (n.d.) Weird U.S.: Weird Iowa — The Black Angel of Oakland Cemetery, Iowa City. [www.weirdus.com](http://www.weirdus.com) (WEB)  
[www.weirdus.com/states/iowa/stories/ll\\_black\\_angel/](http://www.weirdus.com/states/iowa/stories/ll_black_angel/).

Taylor, Troy. (2007) Behind the Legends: Black Angel of Oakland Cemetery: Iowa's Mysterious Black Angels. [www.prairieghosts.com](http://www.prairieghosts.com) (WEB) [www.prairieghosts.com/oakland.html](http://www.prairieghosts.com/oakland.html)

Carroll, Joyce and Allison Settles. (n.d.) Oakland Cemetery History. Iowa City Government Document. [www.icgov.org](http://www.icgov.org) (PDF) Available online at [www.icgov.org/site/CMSv2/file/parksAndRecreation/oaklandhistory.pdf](http://www.icgov.org/site/CMSv2/file/parksAndRecreation/oaklandhistory.pdf). PDF is also appended to this study guide.



Pettrone, Susan. (28 September 2008) The Black Angel in Oakland Cemetery, Iowa City: A Monument Steeped in Legend and Lore. YAHOO! VOICES. (WEB) <http://voices.yahoo.com/the-black-angel-oakland-cemetery-iowa-city-monument-1958834.html>

Roadside America. (n.d.) The Black Angel, Iowa City, Iowa. RoadsideAmerica.com (WEB)  
[www.roadsideamerica.com/story/16409](http://www.roadsideamerica.com/story/16409)

Iowa Genealogy Web. (n.d.) The Black Angel. [www.iagenweb.org](http://www.iagenweb.org) (WEB)

<http://iagenweb.org/johnson/BlackAngel/BlackAngel.htm>

(Note: The Iowa Genealogy Web has a network of contributors that submit to the master site which provides the information. These regular contributors are acknowledged but require some additional searching. Iowa Genealogy Web generally controls the use of the images.)

# Delia Ray

Author of *Here Lies Linc* and other books



About the time Delia was starting elementary school, her family moved from a neighborhood filled with children to an 1850s-era farmhouse set on 65 rambling acres in Tidewater, Virginia. It was a place teeming with history. The woods were filled with artifacts left behind by previous landowners and the nearby countryside was scattered with abandoned houses ripe for exploring. The treasures Delia found during these years—everything from antique keys and silverware to cast-off letters and newspapers—sparked a lifelong fascination with historical things

Delia's love of writing continued through high school and her years at the University of Virginia. After college, she moved to Seattle, Washington where her new husband was beginning a surgical training program and where Delia landed her first job in the publishing field. As an editor, Delia helped other writers improve their manuscripts. Meanwhile she was busy conducting research for her own first book. After a trip to the Yukon Territory to study letters and diaries left behind by survivors of the Klondike Gold Rush, Delia was hooked. *Gold! A Klondike Adventure* was accepted for publication, followed by two more non-fiction titles—*A Nation Torn* and *Behind the Blue and Gray*—based on primary sources and first-hand accounts of the Civil War experience.

History has continued to provide inspiration for Delia's work. Her novels *Ghost Girl* and *Singing Hands* each uncover little-known stories from our nation's past. Delia's curiosity about a mysterious gravesite in her adopted home town of Iowa City sparked the idea for *Here Lies Linc*, and her latest novel *Finding Fortune* (2015) is rooted in the rich history of the Mississippi River. More information about Delia and her books can be found on her website.

Delia Ray [www.deliaray.com](http://www.deliaray.com)

Delia lives with her husband on eight acres overlooking a bend in the Iowa River—not far from the home of the Black Angel. Their three daughters have set off for college and their own careers. Delia's household now includes a reformed feral cat and a shelter-mutt with mustaches, who served as the model for C.B. in *Here Lies Linc*.



# BOOKS BY DELIA RAY



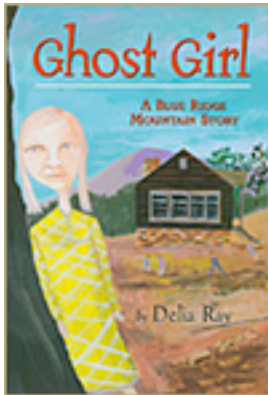
**Here Lies Linc**  
Random House Children's Books, 2011

- A Junior Library Guild Selection (Fall 2011)
- Friends of American Writers Juvenile Literature Award, 2012
- Maryland's Black-Eyed Susan Award Nominee, 2012-13
- Iowa Children's Choice Award Nominee, 2013-14
- Indiana Young Hoosier Award Nominee, 2014-15



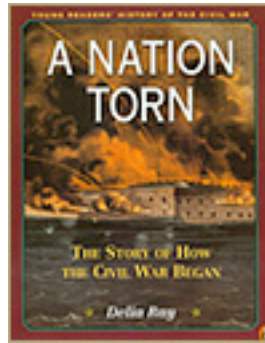
**Singing Hands**  
Clarion Books, 2006

- Book Sense Summer 2006 Children's Pick
- Kansas' William Allen White Award nominee, 2008-09



**Ghost Girl  
A Blue Ridge Mountain Story**  
Clarion Books, 2003

- 2004 Society of School Librarians International (SSLI) Book Award
- Nominated to the final master lists for the children's choice awards in seven states—Oklahoma, Kansas, South Carolina, Missouri, Indiana, New Hampshire and Virginia.



**A Nation Torn  
The Story of How the Civil War Began**  
Puffin Books, 1996

- An ALA Best Book For Young Adults
- A Bank Street College Children's Book of the Year
- An NCSS-CBC "Notable Children's Trade Book in the Field of Social Studies"



**Behind the Blue and Gray: The Soldier's Life in the Civil War**  
Puffin Books, 1996

- Selected by the New York Public Library to be included in the Books for the Teen Age
- Young Adult Library Services Association Recommended Book for the Reluctant Reader

**NEW BOOK -**  
☀️ *Finding Fortune* by Delia Ray – published by Margaret Ferguson Books/Farrar Straus Giroux Books for Young Readers, Fall 2015

For more information about each of these books, including an excerpt to read, visit Delia Ray's website and click on the "About the Books" link. Another link "Behind the Books" will provide the story behind the research and the writing of each of the books.

DeliaRay [www.deliaray.com](http://www.deliaray.com)



# Meet Delia Ray

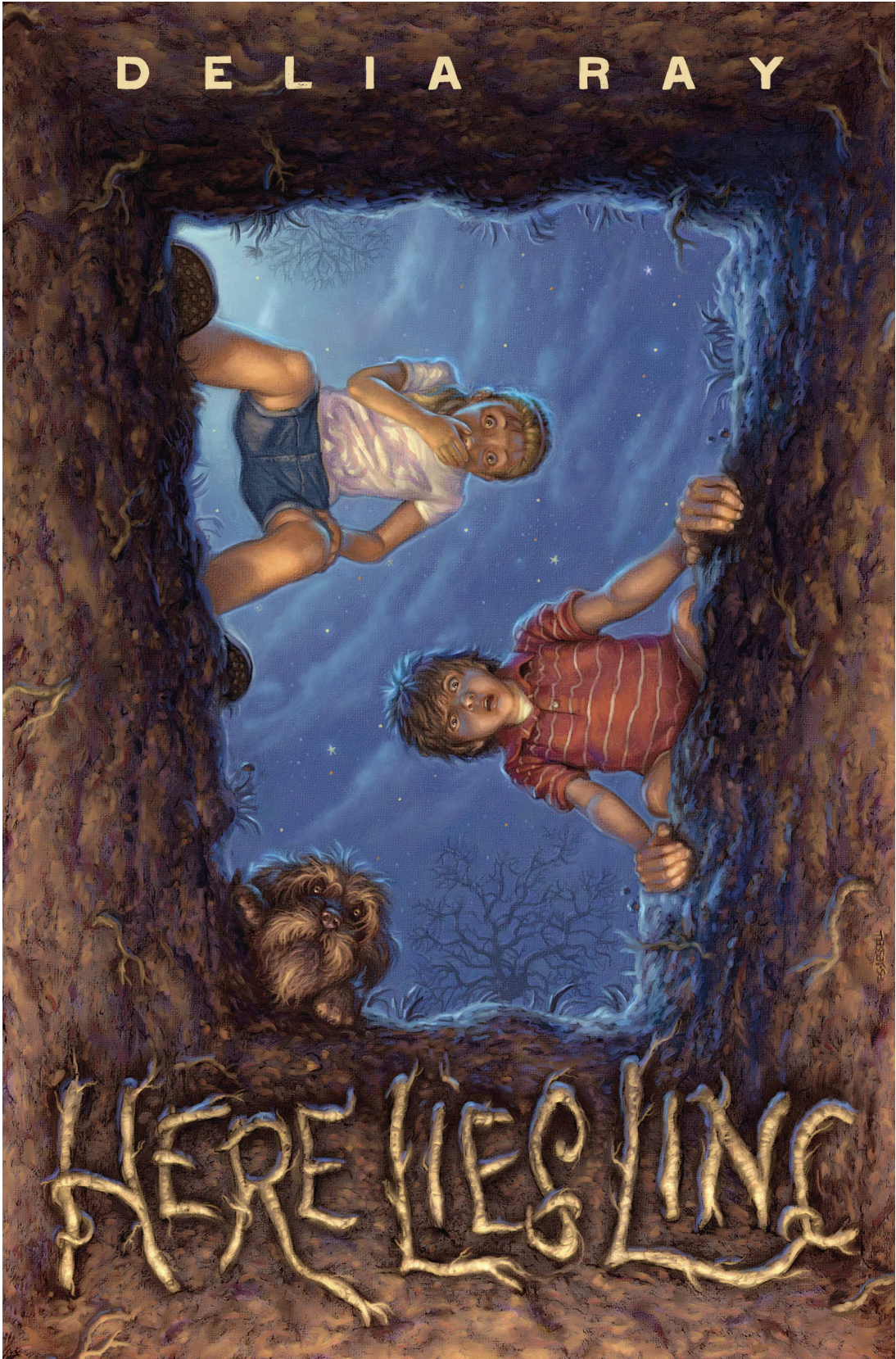


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D E L I A R A Y



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