

# ***Here Lies Linc***

**By:** Delia Ray

**Publisher:** Alfred A. Knopf

**Copyright Date:** 2011

**Genre:** Contemporary Realistic Fiction/Romance

**Setting:** Iowa City, United States

**SUMMARY:** Lincoln Crenshaw "Linc" has started at a new public school with dreams of being a normal kid. When Linc's first school assignment is to research a gravestone and the person who is buried there, Linc decides that normal is not possible for him after his mom, a local professor, leads a class tour of the cemetery. After Linc chooses to study the history of the Black Angel gravesite for his class project, he realizes that researching the history of this gravestone will lead to his own discovery of family secrets.

## **AUTHOR'S BIOGRAPHICAL SKETCH:**

Delia Ray has always been fascinated by old things and history. This love has helped inspire her writing and books. For more information on the author, visit her website at <http://www.deliaray.com>

## **Other books written by the author:**

*Singing Hands* (2006)

*Ghost Girl: A Blue Ridge Mountain Story* (2003)

*Behind the Blue and Gray: A Soldier's Life in the Civil War* (1996)

*A Nation Torn: The Story of How the Civil War Began* (1996)

## **SIMILAR BOOKS/BOOKS WITH A SIMILAR THEME:**

*Remembering Mrs. Rossi* by Amy Hest

*Cemetery Street* by Brenda Seabrooke

*Sammy Keyes and the Night of Skulls* by Wendelin Van Draanen

*Cat in the Crypt* by Ben Baglio

*The Clue in the Corn Maze* by Gertrude Chandler Warner

*The Vampire Mystery* by Gertrude Chandler Warner

*The Zombie Room* by Ron Roy

*Malloy's Guide to Boys, Brothers, Dads, and Dogs* by Laurie B. Friedman

*Mimi and the Blue Slave* by Catherine Bateson

## **DISCUSSION QUESTIONS**

1. Each chapter begins with an epitaph. What would you put on your own epitaph? Why?
2. Linc does not want to admit that the professor leading the field trip is his mother (pg 10-17). Would you do the same in his situation? Why?
3. Linc yells at his mother after the field trip to Oakland Cemetery (pg 40-47). How could he have handled this situation better?

4. Linc meets the new warden of the Oakland Cemetery when Mr. Kransy's dog and C.B. get lost in the graveyard (pg 57-64). Why do you think Mr. Kilgore acts the way he does?
5. When Delany picks Robert Raintree for her project, do you think he is related to Linc' dad since they both have the same middle name as the deceased's last name (pg 69)? As you read through the novel, were you correct in your guess?
6. Do you think Mellecker's apology to Linc for the drawing was sincere (pg 73-74) was sincere? Why or why not?
7. Lottie says that "second hand information makes second-rate historians" (pg 86). Is this true? Why or why not?
8. What do you think the "x" tally means in Delany's locker (pg 94-95)? Were you correct in your guess?
9. Who do you think the woman is who brings fresh flowers to Robert Raintree's grave (pg 165-168)?
10. In what ways does Mr. Kransy help Linc beyond translating from the Black Angel's gravesite?
11. How do you think A.R. will change Linc's life?
12. How do the characters in the story cope with grief (e.g. Linc, Lottie, Delany)?
13. What was your favorite epitaph that opened the chapters? Why?

#### **LITERARY LINKS or ACTIVITIES:**

##### **Language Arts:**

6.RL.6 *Explain an author develops the point of view of the narrator or speaker in a text.*

How does the author develop Linc's point of view throughout the novel?

6.RI.6 *Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.*

What do you think is the author's purpose of this novel? In what ways does the author develop this purpose throughout the text?

6.W.4 *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

Write about how you think Adeline Raintree impacts Linc's life after the conclusion of the novel?

6-8.WH.7 *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

Conduct a short research project on an epitaph to learn more about the individuals life, like the project Linc and his class were assigned.

## **LITERARY LINKS or ACTIVITIES:**

**Gravestones**– Pages 28 and 33 describe symbols on gravestones.

Go to <http://www.graveaddiction.com/symbol.html> and locate a symbol for a gravestone.

Write an epitaph.

Create an image of the gravestone complete with a fictitious name, dates, the symbol, and epitaph

Write a summary of why you included each item on the gravestone.

Gravestone patterns are located at

[http://www.hedstorm.net/HAUNT/instructions/tombstone\\_templates](http://www.hedstorm.net/HAUNT/instructions/tombstone_templates)

CC.7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

## **Legend of The Black Angel**

Compare the information about the Black Angel in this book with that on

<http://www.icgov.org/site/CMSv2/file/parksAndRecreation/oaklandhistory.pdf>

Does the information in these two sources match, differ, or demand a third source for verification?

1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

CC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

## **Field trip to a local cemetery/Community Service**

Contact the local history society for assistance and visit a local cemetery. On page 27, the author writes about “real stories the gravestones have to tell”. What real stories can you find? Students then create videos or other multimedia presentations of these stories to donate to the history society as a community service. **Adopt-a-Grave**, Page 48

CC.7.R.2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

CC.7.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.7.SL.5 Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.7.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of

contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Challenging Words**

Brambies (pg 2)  
Epitaphs (pg 3)  
Poignant (pg 12)  
Dregs (pg 12)  
Roust (pg 13)  
Sauntering (pg 23)  
Sniveling (pg 179)  
gipped 4  
columbarium 4  
interrogate 12  
poignant 12  
shenanigans 42  
disheveled 44  
exasperation 82  
recluse 113  
carrel 143  
gangrene 153  
connoisseur 170  
feigned 176  
brusquely 183  
pinochle 250  
feisty 270  
cantankerous 303