



The Adventures of... Archibald & Jockabeb

STUDY GUIDE: Book Eight...In the Orient

The Adventures of Archibald and Jockabeb chronicle two young brothers as they grow up experiencing one fantastic adventure after another—oftentimes dangerous and always exciting. The seven book series also showcases the classic struggle between the forces of good and evil.

When the boys' first great adventure begins to unfold, they are twelve and eleven years old. Over the ensuing years, they learn much from their incredible encounters with a host of truly memorable characters—some good, some very bad; some human, some anything but; some from this world, and some otherworldly beyond belief.

The stories are set in the latter part of the 20th century—a simpler time before cell phones, the internet, and social media became part of everyday life.

We wanted to make The Adventures of Archibald & Jockabeb a unique and memorable set of books to be enjoyed by young and old alike. We hope that children and adults will have half the fun reading the books as we had writing and illustrating them -- and if that happens, we'll consider our efforts worthwhile. "So," as Archibald and Jockabeb like to say, "May the magic of the blue feather be with you always!"

Art Collins & KC Collins



Lesson Plans:

Lesson #1: Pre-reading/Introduction (Pages 1-11) in class

Lesson #2: Chapter #1 (Pages 12-53)

Lesson #3: Chapter #2 (Pages 54-104)

Lesson #4: Chapter #3 and Epilogues (Pages 105-149)

#####

NOTE: This guide is designed to give teachers and parents a general framework from which to focus on basic reading comprehension skills*, the traditional literary elements of narrative text**, and vocabulary development. The guide includes the use of a journal as a writing extension of the reading experience. Again, this guide presents only a framework, and it is highly recommended that parents and teachers modify it based on the age and fluency level of the readers .

#####

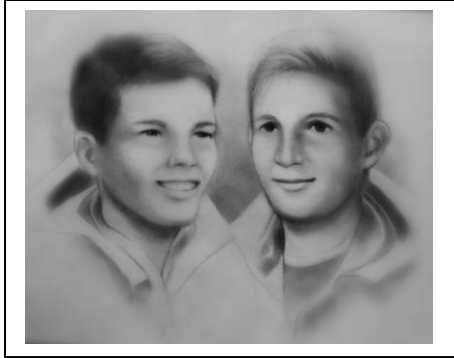
***Basic Reading Comprehension Skills...**

- Finding Main Idea
- Recalling Facts & Details
- Understanding Sequence
- Recognizing Cause & Effect
- Comparing & Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Facts Vs. Opinion
- Drawing Conclusions & Inferencing
- Author's Purpose
- Understanding Figurative Language
- Summarizing

****Literary Elements of Narrative Text...**

- Characters
- Setting
- Problem
- Solution
- Plot

**The Adventures of...
Archibald and Jockabeb**



Book Eight: In the Eight
Lesson #1: Pre-reading/Introduction

Note: Explain to the readers that part of each lesson will contain guided reading questions that will require writing about their reading experience.

Step One: Ask the reader(s) to write words that describe what they think make a good adventure story. Discuss their responses. **(Activating Previous Knowledge)**

Step Two: Ask the reader(s) to take a few minutes to think about the title of the book and quickly skim through the book, looking at the chapter titles and illustrations.

Step Three: Ask the reader(s) to write a short paragraph explaining what they think the book will be about. **(Prediction)**

Step Four: Have the reader(s) share their predictions. It is important to ask the reader(s) to explain what in the book or drawings led them to make their specific predictions.

Step Five: Lead a discussion about the literary elements of a narrative story (characters, setting, problem, solution, and plot). **(Literary Elements)** Explain that all narrative stories contain these basic elements. When reading this story, as well as any other narrative text, it is important to concentrate on these elements.

Step Six: Read the author’s and illustrator’s biography and discuss what the basic reason was that led the author to write the story (to entertain). **(Author’s Purpose)**

Step Seven: Ask the reader(s) to write a paragraph or two describing an adventure they have had with their friends **(Text to Self)**. The reader(s) may then illustrate the setting of their adventure. **(Visualize)**



**The Adventures of...
Archibald and Jockabeb**



Book Eight...In the Orient

Lesson #1: Introduction (Pages 1-11)

Vocabulary Step One: Ask the readers to write down what they believe the words mean as they come across them while reading the introduction. (Meaning in Context)

concluding, harrowing, clandestine, benevolent, conceived, lethal, acronym, concise, surnames, prestigious, anxious, proficient, perceptive, predominant

concluding: _____

harrowing: _____

clandestine: _____

benevolent: _____

conceived: _____

lethal: _____

acronym: _____

concise: _____

surnames: _____

prestigious: _____

anxious: _____

proficient: _____

perceptive: _____

predominant: _____

Step Two: Pose the following question to the readers:

“The boys were faced with evil in the form of the wolf-crows in Book One, the devil cat in Book Two, Vengolus in Book Three, the black sand monster in Book Four, Tommy Nat in Book Five, the Ratweil in Book Six, and the alien Malum in Book Seven. What form do you think evil will take in this book and why?” (Prediction, Inference)

Step Three: Have the readers find Hong Kong and China on a map. (Setting)

What hemisphere is Hong Kong located in? _____

Step Four: Pose the following question to the readers:

“At the end of Book Seven, it is clear that the next great adventure the boys will have will take place in Hong Kong. Ask the reader to list at least five things that come to their mind when they think of Oriental countries and people. Discuss how some of these things might come into play in Book Eight. (Prediction, Inference, Foreshadowing)

1. _____

2. _____

3. _____

4: _____

5. _____

////////////////////////////////////

////////////////////////////////////

Homework: Read Chapter #1 and answer all questions in Lesson #2.

////////////////////////////////////

**The Adventures of...
Archibald and Jockabeb**



Book Eight: In the Orient

Lesson #2: Chapter #1 "The Pearl of the Orient"
(Pages 12-53)

Vocabulary: Ask the readers to read Chapter #1, and make a list of ten (10) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.

Example: prematurely (Pg. 13, Par. 4), distinguished (15, Par. 1)

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Step One: Ask the readers to share their vocabulary words. The readers will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. (**Meaning in Context**)

Step Two: Pose the following questions to the readers:

*“The title of the first chapter is *The Pearl of the Orient*. What do you think is meant by the phrase *Pearl of the Orient* and why?”* (**Figurative Language**)

Step Three: Ask readers to create a question that requires the application of the skill of identifying the sequence of events in Chapter #1. (**Sequencing**)

EXAMPLE:

“In Book Eight, Archibald met May, Dr. Chen, and Willow. List those individuals in the order in which Archibald met them.”

In Book Eight, Archibald met Dr. Chen first, May second, and Willow third.

Question: _____

Answer: _____

Step Four: When Archibald met May the morning after he arrived in Hong Kong, she asked him how he slept. Archibald answered, “Like a log.” What did he mean?

Discuss the use of figurative language in text. Review the different kinds of figurative language (simile, metaphor, personification, etc.) Ask the reader to write down **an example** of figurative language in Chapter #1 and identify the type of figurative language each is. (**Figurative Language**)

Example: _____

Type of figurative language: _____

Step Five: Ask the reader(s) to write down **three** (3) adjectives you might use when describing Dr. Chen and **three** (3) adjectives for Robert Liu. (**Word Choice, Vocabulary, Characters**)

Dr. Chen:

1. _____
2. _____
3. _____

Robert Liu:

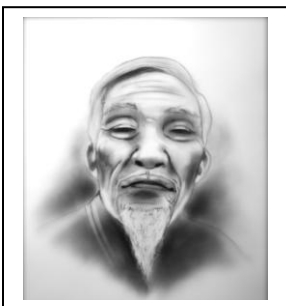
1. _____
2. _____
3. _____

////////////////////////////////////

Homework: Read Chapter #2 and answer all questions in Lesson #3.

////////////////////////////////////

**The Adventures of...
Archibald and Jockabeb**



Book Eight: In the Orient

Lesson #3: Chapter #2 "Lantau Peak" (Pages 54-104)

Vocabulary: Ask the readers to read Chapter #2 and make a list of **at least** ten (10) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.

Examples: **butchered (Page 55, Par. 5), accompany (Page 57, Par. 6)**

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Step One: Ask the readers to share their vocabulary words. The readers will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. **(Meaning in Context)**

Step Two: Ask the readers to write **five (5)** adjectives that describe the Ming Wei. Ask the readers to explain why they selected the adjectives and which of the **five (5) senses** is the adjective describing. **(Character Development, Word Choice)**

Ming Wei:

- 1. _____ Sense: _____
- 2. _____ Sense: _____
- 3. _____ Sense: _____
- 4. _____ Sense: _____
- 5. _____ Sense: _____

Step Three: Discuss the meaning of fact versus opinion. Ask the readers to come up with their own examples in Chapter #2 that require the application of the concept of fact and opinion. **(Fact & Opinion)**

Fact: _____

Fact: _____

Opinion: _____

Opinion: _____

Step Four: Ask the readers to write **two** (2) figurative language phrases that might be used to describe the Monkey Clone. **(Figurative Language)**

1. _____

2. _____

Step Five: What characters in the previous Archibald & Jockabeb books does the Monkey Clone remind you of? **(Text to Text)**

Character: _____ **Character:** _____

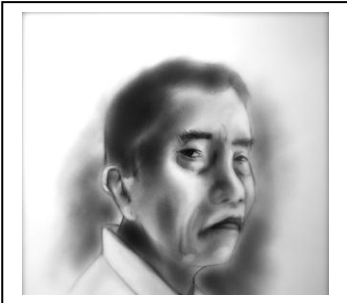
What or who does the Monkey Clone remind you of in real life? Why? **(Text to World)**

////////////////////////////////////

Homework: Read Chapter #3 and answer all questions in Lesson #4.

////////////////////////////////////

**The Adventures of...
Archibald and Jockabeb**



Book Eight: In the Orient

Lesson #4 and Epilogues:

Chapter #3 "Past and Present Collide" (Pages 105-149)

Vocabulary: Ask the readers to read Chapter #3 and make a list of **ten** (10) new or interesting words they find. For each word, have them write down the page and paragraph number in which they found the word.
Example: trace (Pg. 105, Par. 1), interjected (Page 106, Par. 4)

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Step One: Ask the readers to share their vocabulary words. The readers will go to the page, paragraph, and sentence in which the word was found. Discuss what the word may mean based on its use in the context of the sentence or sentences surrounding the word. **(Meaning in Context)**

Step Two: Discuss cause and effect. Ask readers to identify **three (3)** examples of cause and effect in chapter #3. **(Cause & Effect)**

Cause: _____

Effect: _____

Cause: _____

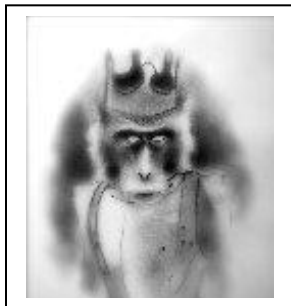
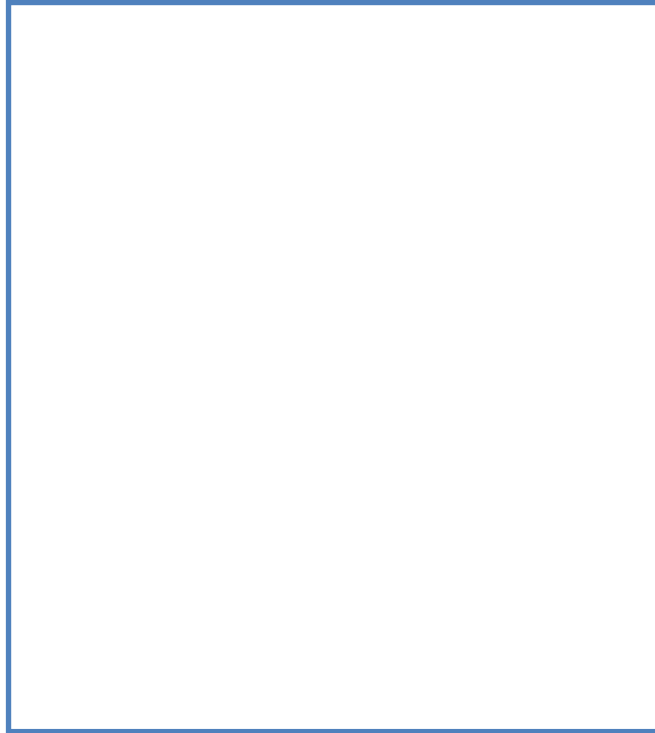
Effect: _____

Cause: _____

Effect: _____

Step Three: Ask the readers to summarize the section in this chapter entitled “Two Unseen Visitors from the Past.” (Page 121) **(Summarizing)**

Step Four: Pretend you are the artist, and the author asked you to draw a new cover for the book, *In the Orient*.



Epilogues:

Step One: Ask the readers to write any interesting words they come across in the epilogues. Share what their words may mean based on how they are used in the context of the sentence or sentences surrounding the word. (**Meaning in Context**)

1. _____ (Pg. _____, Par. _____)

2. _____ (Pg. _____, Par. _____)

3. _____ (Pg. _____, Par. _____)

4. _____ (Pg. _____, Par. _____)

5. _____ (Pg. _____, Par. _____)

Step Two: Discuss the concept of summarizing, what is involved in summarizing, and how to make a good summary. **(Summarizing)**

Ask the readers to write a summary of the entire story. Share and discuss.

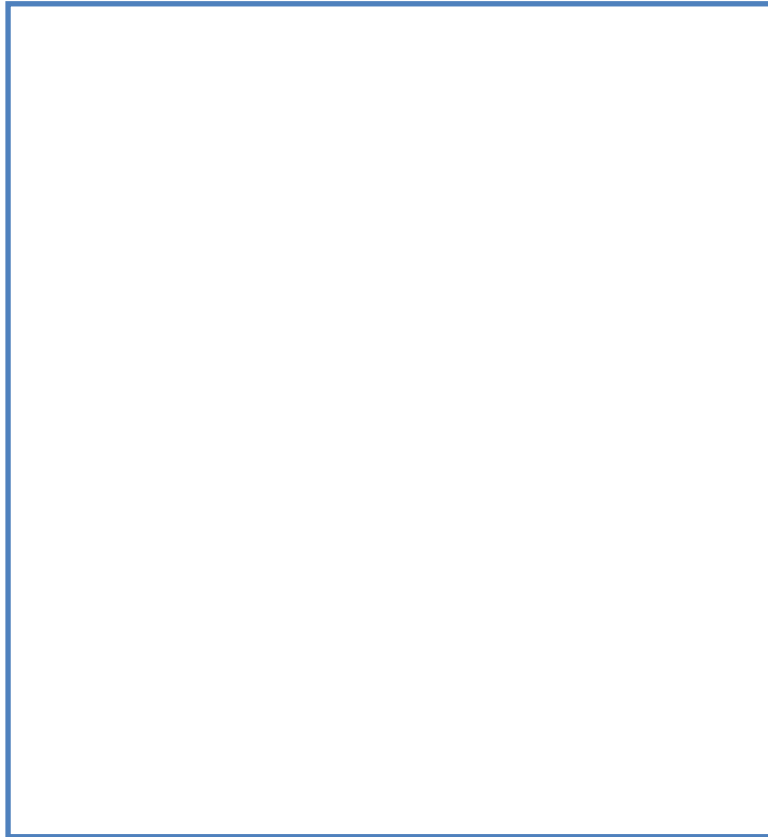
Step Three: In the first seven books, evil was represented by the wolf-crows, the devil cat, Vengolus, the Black Sand Devil, Tommy Nat, the Ratweil, Malum, and the Monkey Clone, respectfully.

What form do you think evil might take in Book Nine? Why? Share and discuss.

Step Four:: Review the twelve (12) reading comprehension skills.

Step Five: Review the literary elements of a narrative story.

Step Six: Ask the readers to draw their own cover for Book Nine, ***In the Outback.***



Integration of book study into classroom



Wolf-crow clubhouse