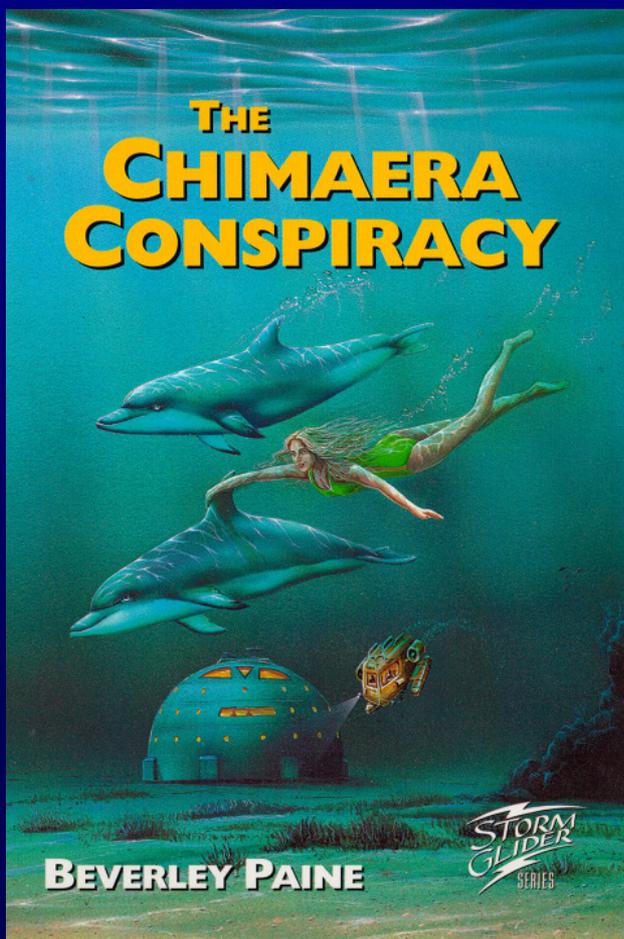


A Practical
Homeschooling
EBook

The Chimaera Conspiracy Literature Unit Study



Beverley Paine

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THE CHIMAERA CONSPIRACY

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Quick Introduction to Unit Studies

Using a ‘unit study approach’ to homeschooling takes advantage of the child's natural curiosity and works with the natural learning processes to produce real education that's also fun! With unit studies we take a topic and ‘live’ with it for a period of time, fully immersing ourselves in the learning process, wherever that takes us! A literature unit study is much the same, only it's based around one or more books. The books can be by the same author, on the same subject, deal with the same or similar issues, perhaps in different ways, and can be a mix of fiction and reference texts, as well as other media such as film, movie, artwork, etc.

Unlike separating knowledge into distinct subject areas, the unit study is very interactive. It's very similar in many ways to how adults learn naturally. A unit study is basically an in-depth and thorough study involving a collection of learning activities and tasks that approach a theme from several angles. This encourages creativity and a love of learning, as well as developing discipline and responsibility, without the usual motivation hassles that often beset teaching children.

Unit studies are popular with many homeschooling families because they provide a hands-on approach to learning that naturally incorporates subjects such as math, science, language, the arts, and the social sciences. The children transfer their learning from one area to another, developing creative and logical associations. And by practicing math and science in the context of language arts, or vice versa, children learn that areas of education are linked.

Unit studies offer a far reaching benefit that goes beyond the ‘connectedness’ of subjects: children easily retain information and facts, because they are related in a natural way to topics of interest. But the greatest bonus is the sense of family closeness that learning, reading and doing together engenders. Activities usually include drama, role play, excursions, experiments, investigations, lap-books, scrapbook pages, play, games, dialogue, debating, video or audio projects, webquests and more.



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They can be structured to take advantage of authentic tasks in our children's daily lives, or used to expand their existing understandings and skills in a natural and systematic way.

As children become familiar with the unit study approach to learning, it is advantageous that they are allowed to participate in planning and development stages of the putting together the unit. Some children become adept at devising their own unit studies, and often children will naturally pursue an interest or hobby without realising that they are putting together complex and interesting learning programs of their own! As parents we can capture moments or record this spontaneous and often sustained learning as unit studies in scrapbooks or student portfolios. Our role when working with unit studies is less of a 'teacher' and more of a 'mentor'. Usually we find that we are learning alongside our children and our lives are enriched by the fascinating knowledge and new skills we unearth together.

An outcomes based approach to education requires that we hold the focus of what is to be learned in our mind throughout the activities. Recording our aims is usually an integral aspect of developing a unit study. As homeschooling parents, we naturally have an idea of what and how we want our children to learn. Often our children have their own ideas. Planning the study together is a great way to overcome potential problems with motivation. Begin by brainstorming a list of what is it you all want to achieve by studying the topic: you'll naturally find yourself thinking up possible activities and resources at the same time. It's okay to change your mind as the ideas flow, and to include different outcomes as you think of them. Think of unit studies as launching pads to further investigations – using this approach to home education usually broadens the scope and sequence of your home learning curriculum. In no time you'll be seeing the whole world as your classroom!

As your child works through the tasks get into the habit of asking if the task is helping to achieve those aims, and if not, what can be changed to assist that process, or if, in fact, the goals need amending. It's not uncommon to stray into more interesting or appealing areas when studying a topic or



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working in one direction, and that's okay, but continually failing to finish a project can eventually lead to frustration and problems with motivation. Staying on task, and completing agreed objectives – allowing for adaptation and flexibility – is satisfying to both parent and child.

This approach to learning at home is essentially a guided learner-centred approach that encourages children to eventually take full responsibility for their own learning. It's not a good idea to leave a child to learn on his or her own until they are ready and able to accept this responsibility. Ultimately our aim is for our children to plan, devise, carry out and evaluate their own learning projects, but this takes time and only comes after extensive modelling of the process by us, the parents.

Authentic tasks are those that are meaningful to your child and in context with his or her everyday existence, but ones that also satisfy the framework of rationale and outcomes outlined in your homeschooling curriculum.

Beverley's book, *Getting Started with Homeschooling Practical Considerations*, is a manual that outlines how to create your own homeschooling curriculum, tailored for your individual children and family needs. It's easy to keep learning meaningful – simply begin with the questions your children ask, or select topics that they show interest in. Anything related to daily life – families, animals, gardens, toys, growing up, how things work, etc that is presented at their level – will interest them. When selecting books for your literature unit studies pick ones that you know your children will love, or relate to a topic they are passionate about. Find other books that they might not think of, to widen their reading repertoire, or to gently challenge them to expand their reading skills. Build on your child's existing knowledge and abilities and challenge her to grow by introducing new ideas and skills at her current level of understanding and ability, in a way that makes sense to her. Activities and tasks need to stretch the child without undue stress. Remember that to be successful the learner must 'own' the learning process – it's not about what you want to learn or what excites and interests you, the parent. Unit studies are essentially child-centred, parent-guided learning explorations.



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A literature unit study may include a traditional ‘book report’ or review, but can be so much more. It may help at this stage to use Howard Gardner’s concept of Multiple Intelligences¹ when thinking about different activities and tasks you could include in your literature unit study.

visual spatial – picture

- flow charts and graphs
- crossword & other puzzles
- scrapbooks, lapbooks
- visual puzzles
- 3D, models, sculpting
- painting
- illustrations
- visualising, daydreaming
- sketching
- drawing patterns
- using colour
- using symbols
- creating murals and montages
- understanding and creating
- using and creating maps
- imaginary conversations
- video recording and photography
- manipulative demonstrations
- mind mapping

verbal linguistic – word

- reading stories and poetry
- retelling, narration
- writing process to publication
- journals and diaries
- storytelling
- choral speaking
- writing poetry and songs
- rehearsed reading
- book making
- jokes, riddles, puns, limericks
- reading non-fiction
- research
- speeches and presentations
- debating
- read aloud
- listening and reporting
- drama
- different types of essays
- vocabulary quizzes
- audio recording

logical mathematical – number

- problem solving
- time lines
- coding
- geometry
- time
- sequencing
- critical thinking
- using various organisers - charts,

¹ *The Unschooled Mind* Howard Gardner, Basic Books, 1995



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- measuring
- classifying
- predicting
- logic games
- data collecting
- survey
- ranking
- experimenting
- estimating
- puzzles
- graphs, maps, diagrams
- pattern games
- outlining
- using menus and formulas to
- improve memory
- inductive reasoning to reach conclusions
- calculate
- logical analysis and critiquing money

bodily kinaesthetic – touch

- excursions
- creative movement
- hands on experiments
- body language
- using gestures
- physical activity
- arts and crafts
- drama, charades and mime
- dance
- singing
- humour
- magic tricks
- impersonations
- completing complex tasks
- physical routines and games
- demonstrating skills

Intrapersonal – self

- individual study
- personal goal setting
- journal and diary
- reflection
- individual reading
- autobiography
- personal projection: 'If I was you...'
- talking about likes and dislikes
- relating in a personal way to topic
- setting personal priorities and goals
- retelling how one did something
- concentration games

Interpersonal – others

- cooperative learning
- sharing
- group work
- peer/cross-age teaching, editing
- conflict resolution/mediation
- discussion
- brainstorming
- giving and receiving feedback
- interviews
- questionnaires

Auditory - musical/rhythmic



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- singing and humming
- discerning rhythmic patterns
- playing musical instruments
- body percussion
- background music
- illustrating using sound
- composing and orchestrating music
- tonal patterns and quality
- analysing musical structure
- creating songs and raps

Naturalistic

- ability to understand and work effectively in the natural world
- ability to identify patterns and sequences in nature
- care for and nurture plants and animals
- identifying and categorising objects
- make distinctions between different objects
- pattern recognition
- view and appreciate nature and the environment

The following planning matrix, known as the **5Es**, is one often used by teachers in schools, and can be used to help shape a literature unit study.

Engage: create interest, reveal pre-existing ideas and beliefs

- brainstorming
- concept mapping
- question production
- discrepant event
- demonstrations
- open questions

Explore: explore questions and test student ideas

- prioritise questions
- individual and group tasks
- investigations
- test ideas
- research
- experiments

Explain: compare ideas, construct explanations and justify them in terms of observations and data

- reporting
- discussion
- accessing information for concept names and definitions

Elaborate: apply concepts and explanations in new contexts

- further practical work
- research
- debates and discussions
- presentations

Evaluate: evidence of changes in child's ideas, beliefs and skills

- refining concept maps
- open ended questions
- reflection
- demonstrate new skills, etc



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Another planning matrix or format you could use considers ‘remembering, understanding, applying, analysing, creating, and evaluating’ as key concepts and skills to generate suitable learning activities and tasks. This type of matrix helps to move away from thinking solely about what your children do, to why they are doing it – from focus on content or product to thinking about the processes involved in learning. It is easier to assess growth and development in these processes, and more meaningful, than to tick often unrelated activities off checklists, or try to make sure you’ve covered ‘everything’ your child should know.

Remembering

- make a timeline of events
- recite a poem
- prepare a chart showing...
- write the formula for...
- retell, in your own words

Understanding

- describe what the author/artist meant by...
- illustrate the main idea...
- describe/express/restate in your own words
- prepare a flow chart...
- give an example of...

Applying

- create a diagram and label accurately
- record your observations on...
- classify the following...
- collate data into a chart or graph...
- make a scrapbook about...
- solve...
- calculate...
- create a set of instructions to ...
- follow the instructions to make... build a model showing...

Analysing

- how is this similar/different...
- what were some of the motives...
- rewrite the ending to the story
- design a questionnaire or survey



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- brainstorm possible outcomes
- write a commercial
- write a report
- draw a family tree
- conduct an experiment
- write and perform a short play
- write a biography

Evaluating

- predict what will happen...
- write and polish a story/song
- invent a better...
- suggest ways to improve...
- create a game with rules
- estimate how many...
- design
- construct

Creating

- daydream
- what was the most valuable...
- imagine
- what do you think about...
- how would you feel if...
- what would you change...

Work out how you and the child will know that your objectives are met, sometimes called ‘performance indicators’ within an ‘assessment rubric’ by teachers. This is easily achieved in the homeschool by talking about the learning taking place and by recording information and data, summaries, reports, personal reflections (essays, poems, artwork, sharing, etc). Another assessment method may be taking a test; or simply completing a task... There are many ways to ‘note’ attainment of the learning outcomes.

It’s important to celebrate learning, not only at the completion, but also during the unit study. Build moments into every day where you and your children go over what you are doing and learning. As you share, talk about both the processes and products of the learning task, and where it’s taking you, as well as how the learning activities can be tailored to better suit the learning needs and styles of the learner. This type of ongoing evaluation largely removes the necessity for formal tests to assess knowledge and competence. If children are involved in setting their own learning goals, and working out how they will know they are successful, it won’t be long



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before they shoulder most of the responsibility for their learning programs and become independent learners.

Once you've created your literature unit study begin to gather and organise necessary resources. Have these to hand at all times to ensure a continuous flow of learning. Nothing is more frustrating than being unable to complete a task when motivation is highest to a learner!

Create a bibliography for books and library materials. Make a separate list of the materials you will need to get; list excursions and contacts to make arrangements if necessary; and outline the activities and tasks that make up the unit study.

You may wish to set up the unit study as a 'learning centre', giving it a separate table or corner of the room. I used to write up learning tasks and activities on cards and allowed my children to either work their way through them, in any order they liked, or choose one or more that they felt like doing, depending on the nature of the unit study. Some families use special folders, called 'lapbooks' which they create for the study. These are very popular with the children.

Set a realistic time period for the completion of the unit study that reflects the abilities of the learner and the nature of tasks involved and that works with the regular schedule of family-life, allowing for those spontaneous activities that interrupt homeschooling life every week! Unit studies don't have to last six weeks; they can last a day, or even a year or more!

Flexibility, and a willingness to go wherever the unit study may take you, can open many doors and lead to extraordinary learning opportunities for your children!

The nature of the learning outcomes – objectives and goals – will largely determine how long it will take to complete.



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Activity and task ideas for including in unit studies:

- Read fiction and non-fiction on the topic
- Keeping a journal or diary (have the children pretend to be a character from your topic and write from that perspective)
- Take notes (have child take notes to be assembled into a report or just to study and review for comprehension purposes)
- Make lapbooks
- Collect and present findings and information in scrapbooks
- Writing (essays, poems, stories, reports, plays, etc.), and vocabulary or spelling lists.
- Write and act TV shows, newscasts, plays or puppet shows
- Create costumes and sets
- Watch videos or live plays if available
- Tours to relevant community, historical or other sites
- Excursions to museums, community art shows or festivals, etc
- Nature walks, etc
- Create 3D models, dioramas, murals, mobiles, sculpture
- Create and make characters: soft toys, puppets, paper dolls, etc
- Make Posters
- Create Webquests and websites
- Create Powerpoint or similar presentations
- Make a game that can be shared; physical, board, card, etc.
- Any art or craft ideas that you find when researching the topic
- Learn to play music, or make musical instruments, or sing songs, attend musical performances or listen to music related to the topic
- If appropriate, dream up some kitchen related activities – cooking, menu planning, feasts, etc
- Start a collections, which can be labelled and catalogued if desired



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- Observations – charts, lists, databases, etc
- Design and conduct experiments
- Timelines
- Use the Internet: information, virtual tours, online games, interactive sites, printable worksheets, etc.
- Play and make games that relate in some way to the topic.
- Organise a debate
- Gather information and present in variety of different ways (charts, surveys, questionnaires, reports, graphs, etc)
- Create material designed to persuade or sell an idea or product
- Invent something



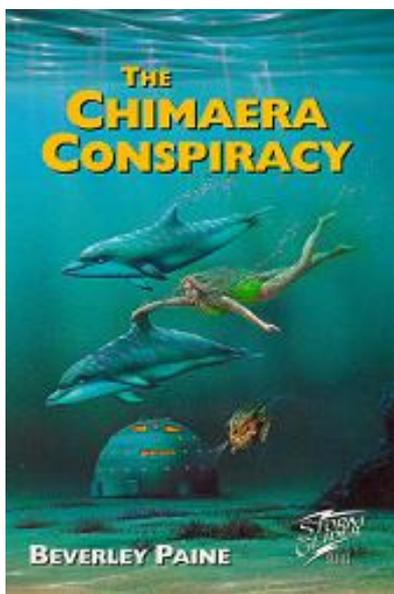
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Literature Unit Study

The Chimaera Conspiracy

A science fiction novel for teenagers and young adults by Beverley Paine

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This Literature Study is a means of organising reading and writing activities to study The Chimaera Conspiracy in depth. The unit includes 38 detailed, structured and student-generated forms of reader response to the novel. Once completed, the students will understand the background and situations of the novel and be able to identify the underlying themes as they apply to all people.

The Chimaera Conspiracy raises contemporary scientific, biomedical and environmental concerns and issues. This unit encourages students to focus on real-world political and social situations similar to the events in the story as well as the literary elements of the novel.

The **objectives** of the unit are as follow:

- Predict (who, when, where and what will happen) based on analysis of the title and cover of a novel, and continuously predict while reading.
- Visualise story scenes.
- Infer character's traits from their actions.
- Compare events, characters, and places found in a novel.
- Infer time and place.
- Hypothesise reasons and relationships.
- Relate reader's own feelings to those of a story character.



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- Use context to figure out the meanings of unfamiliar story words.
- Use story words new to readers to talking and writing about the story.
- Create writing topics based on the reading of a book.
- Rehearse and draft in response to reading.
- Edit and revise what they have written in preparation for sharing.
- Keep a literature response journal and highlight their writing in a portfolio.
- Write a friendly letter in standard form.
- Work in collaborative groups and contribute to a whole-class discussion.
- Read aloud from a story, using the voice to heighten meaning.
- Integrate quotations and citations into written text.
- Write technical document.
- Write responses to literature.
- Write an analysis.
- Employ strategies to analyse a piece of literature.
- Show an understanding of the significance of symbolism.
- Respond to literature using interpretive, critical and evaluative processes.
- Identify types of proofs that meet standards tests for evidence, including credibility, validity and relevance.
- Engage in reading and reviewing independently and cooperatively, through discussion, responding in written and visual presentations using various media, including information technology sources and interviewing.
- Evaluate their own written work, including use of proof checklists for editing.
- Compares the structures of media texts; narrative, setting, sequence of events, climax/high point of action, conclusion, etc.
- Identify language features such as cliché, jargon, elements of description, metaphors, similes.



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Ongoing Assessment Activities

Students will keep a literature response journal in which they record their ongoing responses to what they are reading. They will compile a portfolio of writings and drawings to showcase their response to the novel. While students are reading alone or with a buddy, the teacher conducts individual conferences in which each student talks about personal responses to the novel and his or her independent reading and literature journal entries. Teacher conducts ongoing assessment and analysis of students' literature logs that they have revised, edited, published and showcased in their portfolios. Assessment is based on checklists of stated objectives or rubrics with descriptors and criteria to demonstrate mastery of certain features of writing and content.

Activities

1. Some people consider the cover of a novel of paramount importance - it is what attracts and compels a reader in the first instance. There are several elements to the cover: the illustration; title; author's name; size, font and placing of words, back cover 'blurb'; publisher and other details.
2. Using prior knowledge and ideas using key words to predict characters, time, place, and plot based on cover clues.
3. Research the meaning of the title word "chimaera". Present your findings as an oral report.
4. Rate the cover of The Chimaera Conspiracy with other novels you have read - in the same age group, genre, against any book you have read.
5. List what attracted you to the novel in the first place.
6. Design an alternative cover and blurb.



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7. Select and listen to, or record an original piece of music that you believe reflects the nature or themes in the story.
8. The opening pages are crucially important in any story. They set the stage for the rest of the story and entice the reader into the story. How can you tell where the story is set and when?
9. Illustrate one or more scenes from the opening chapter.
10. Record character profiles as you read - include aspects such as gender, full name, place of birth, details of parents and family, present and past address, education, employment, hobbies, handicaps, any past or present illnesses, height, hair colouring, distinguishing features, clothing preference, favourite expressions, attitudes, etc.
11. Draw up a relationship tree between all the characters.
12. As you read or listen to the story, infer character traits from what people say and do. Are the characters consistent?
13. How believable are the characters? Discuss your reasons for your answers.
14. Pick a character and write a short description (300 words) describing that character alone, but engaged in some typical, simple or familiar activity. Use the activity to further reveal one or more aspects of character, through action, thoughts, emotions, interior monologue, or to reveal a new, but complementary element of character not used in the novel.
15. Make a chart of unfamiliar and interesting words you encounter in the story. If you don't know the meaning look up in a dictionary and record



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with your entry.

16. Write a brief summary of the novel (approximately 150 words).
17. Pretend you are Katya and write a letter to a friend while travelling on the shuttle, or just after you've arrived at the dome.
18. Write a review of the novel for your class magazine (approximately 300 words). Take a look at Sally's review for ideas.
19. Science fiction usually contains elements of futuristic technology. Identify some used in the novel and illustrate them.
20. Compare this book with other science fiction books you have read. Rate against these other books and discuss how it is similar or different. Identify what you liked or didn't like about the story.
21. Pretend you are a young person living in the year 2024. What would be different in your neighbourhood? Write a short story of between 1000-3000 words about your life - perhaps a day in your life or a special event. Be sure to show how life has changed from the present - general living conditions, hardships, social conditions, culture and traditions, etc.
22. Identify and write a time-line or diary of the main events in the story.
23. All stories contain conflict - this is what keeps the reader enticed, the need to find out what happens next and how the conflict is resolved. What are the main problems faced by the characters in the story? How do they solve these problems? How do these problems affect the characters actions and decisions? Identify elements of conflict in The Chimaera Conspiracy and summarise.



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24. Pick any chapter and write an alternative continuing chapter in your own style. Extract evidence from the story to support alternative outcomes of the conflict.
25. Draw a map of Katya's adventures showing locations.
26. Use maps, exhibits, dioramas or other artefacts to display and discuss geographical context and cultural features from the setting and plot of the story.
27. Katya, Coen and Edan possess special abilities in the novel. What are these and how did they develop? Each of them discovers their abilities differently and as a result develop different strengths and characteristics. Write a few paragraphs telling how each of the characters can further develop and use their abilities.
28. Mystery is an important element of many novels, and is built carefully through the use of suspense. What clues did the author give you to help you solve the mystery? Did the author do anything to throw you off the track? How was the mystery solved and by whom? Did you solve the mystery before it was solved in the story, and if so, what clues gave it away and did it affect how you read the rest of the novel? Do you think the events in the book were realistic? Could such things really happen? Were there questions still unanswered at the end of the novel? Record any unanswered questions and pose possible answers.
29. Pick two or more characters and chart the relationship between characters; from their initial encounter with each other in the novel to the conclusion. Discuss the possible causes of the changes in characters and their relationships; identify similes or metaphors used as clues to changes in the characters.



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30. The Chimaera Conspiracy doesn't use chapter titles. Why do you think the author decided against this? Devise your own titles for each chapter and explain why you picked them.
31. Dolphins feature largely in The Chimaera Conspiracy. Research information about dolphins in relation to uses with therapeutic medicine, communication and other sciences, and discuss the credibility of the use of the dolphins within the story. Present as a report or project.
32. Select a high point in one of the latter chapters. Trace the development of this conflict through each of the previous chapters building up to this point and show as a flow chart. How important is continuity and credibility to developing believable conflict?
33. Review the story by role-playing or acting out the story. Dramatise any section of the novel - write a screen play or theatre script based on the novel. What elements need to change? What props will be needed? How many acts and actors?
34. Predict and outline what a sequel might be like or write chapter one of a sequel.
35. Produce a class product to reflect responses to the book such as a mural, an art show, a poetry reading, a class newspaper, a play based on the book, and so forth.
36. In a sense, The Chimaera Conspiracy is a story about the ethics of human genetic engineering, cloning and the use of human embryos for medical therapeutic reasons. Research the topic, through current affairs and media sources, to report on current developments. Is a ban on human cloning necessary? What is the Australian Government, or governments around the world, doing to control the safe and ethical use of this technology? Demonstrate comprehension of the issues by



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creating a series of visual aids which support your conclusions.

37. Design a questionnaire and interview other people who have read this book. Prepare a summary of the results of the questions and then a short book report for publication.
38. Identify any symbolic elements or repeated motifs used in the novel. Hypothesise why the author chose these elements and discuss their overall effect.

Internet Resources

Cloning - Special Report

New Scientist's contribution to the developments and debate. Profile of Dolly, articles on human cloning and world round-up of news and events.

<http://www.newscientist.com/nsplus/insight/clone/clone.html>

Cloning - About.com

Find out about cloning technology and techniques, the history of cloning, and related ethical issues.

<http://genetics.about.com/science/genetics/cs/cloning/>

Information on Cloning and Nuclear Transfer

Read background information from the Roslin Institute, which produced Dolly the sheep.

<http://www.ri.bbsrc.ac.uk/library/research/cloning/>

Human Cloning Report - NHMRC

Download a PDF version of the National Health and Medical Research Council ethics committee's report into human cloning.

<http://www.nhmrc.health.gov.au/ethics/cloneInk.htm>

Human Cloning Foundation



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Non-profit organisation supports human cloning. Peruse the list of benefits and find student resources.

<http://www.humancloning.org/>

Interspecies Telepathic Communication

Guide to telepathic communication with other species features books, tapes, a calendar of workshops and a list of telepathic communicators.

<http://www.cyberark.com/animal/telepath.htm>

Psi Explorer - Telepathy

Organization focuses on psychic phenomena. Read a summary of the current thinking on telepathy by Dr. Mario Varvoglis.

<http://www.psiexplorer.com/TELEPTH3.HTM>

New Age Library - Telepathy

Read an essay dealing with the recognition and nurturing of innate telepathic abilities. Contact the author and the organization.

<http://www.newage.com.au/library/telepathy.html>

Surf with the Global Pod!

Excellent collection of Dolphin links from all around the world. Browse the list, or click through the alphabetical index.

<http://www.eisa.net.au/~dolphins/links.html>

Dolphin Research Institute

Australian organization profiles dolphins, detailing their anatomy and protected status. With research and activities.

<http://www.dolphinresearch.org.au/>

Dolphin FAQ

If you need to find out how long dolphins live for, how big they grow, or where to go for a job working with them, click here:

<http://www.eisa.net.au/~dolphins/dolphinfaq.html>



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A Practical Homeschooling Literature Unit Study THE CHIMAERA CONSPIRACY

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About the author

Beverley Paine's curiosity about education began in her early teens and blossomed into a passionate interest once she became a parent. With her husband Robin she discovered the joy of becoming fully involved with the children's educational and social development. This included becoming family day care providers, playgroup coordinators and volunteering at their daughter's preschool, until they discovered home education as an alternative to school.



Over the next two decades Beverley accumulated considerable experience helping children learn in both school and home learning situations. To extend her understanding of how children learn she volunteered as a classroom aide at her local primary school and studied Early Childhood Education at the University South Australia.

In 1989 she began the support group and newsletter *SA Home Based Learners*, followed in 1995 with the *Fleurieu Home Based Learners Network*. She has edited two state homeschooling newsletters as well as that of the [Home Education Association of Australia](#), and is the webmaster of the [Homeschool Australia](#) and [Unschool Australia](#) suite of websites. Over the years Beverley has counselled hundreds of prospective and continuing home educating parents.

Her open attitude to educational alternatives and approaches inspires confidence and demonstrates respect for the right of parents to determine their family's unique educational needs. Beverley sees education as flexible and dynamic, with an emphasis on reflecting the needs and interests of individual children within the context of family and community. Her beliefs reflect the right of home educating families to use a variety of resources and methodologies, constantly adjusting their approach with the aim of achieving excellence.

As her 40th birthday approached Beverley decided it was time to rekindle her childhood ambition to become an author of children's fiction. *The Chimaera Conspiracy* was her first novel to be published. She currently working on several manuscripts and intends to write literature study units for them once they are published.



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