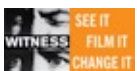


Companion Curriculum

AMAZON WATCH 2006 COMPILATION DVD: Chevron: Ecuador's Black Plague, Burlington Resources in Ecuador

A WITNESS and Amnesty International Partnership



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How to Use This Guide

This companion guide for three Amazon Watch films provides activities and lessons that will engage learners in discussion about environmental and indigenous rights issues in the Amazon. Designed to provide a comprehensive overview of current challenges facing indigenous communities in Ecuador and Peru, this guide can be used in its entirety or individual activities can stand alone as learning extensions, as each lesson corresponds with one of the three films. For more tips regarding using film in educational settings, please use the tip sheet included in this curriculum guide. For additional sources such as international documents, fact sheets, and links to actions and reports, please visit the following websites:

Amazon Watch - www.amazonwatch.org

Amnesty International - www.amnestyusa.org

WITNESS - www.witness.org

Prior to showing each film, educators should prepare learners by discussing key topics addressed in the film, such as indigenous rights, and by viewing maps of the areas discussed in the film. After viewing the film, give learners the opportunity to share their reactions and questions. Use the movie discussion guides to facilitate discussion of the film.

For learners who are not familiar with the Amazon rainforest, refer to the [Educational Resources section](#) in the resource guide for lesson plans, maps, and other supplemental materials.

This guide can be adapted for use in elementary school settings, middle school and high school classes, college classes, and community groups. Ideas for adapting and supplementing this guide in a variety of settings are listed below. For additional ideas, refer to the Further Study section of each lesson.

Elementary School – Though some of the lesson ideas will be too complex for elementary students, elementary teachers can use the films to supplement lessons about the Amazon rainforest and its people. Use the Resources section for links to elementary school lessons about the rainforest.

Business Class – Supplement this guide with lessons about corporate social responsibility, the role of multinational corporations in developing countries, or examine the economic feasibility of sustainable development projects.

English Class – Supplement this guide by showing students the photo collection “Crude Reflections: ChevronTexaco’s Rainforest Legacy.” Invite students to write from the perspective of someone in the photos or to compose a poem or song about the photos. (<http://www.chevrontoxico.com/article.php?id=110>).

History Class – Supplement this guide with lessons about the history of environmental regulations in the United States, a comparison of the history of indigenous land rights in the United States with the history of indigenous rights in the Amazon, or the history of government and indigenous relations in Ecuador and Peru.

Science Class – Supplement this guide with lessons about biodiversity, the environmental effects of oil exploration, or the effects of rainforest deforestation on global climate change.

Community Groups – Though some of the small group and project ideas may take more time than groups have during a meeting, groups can show the films and use the discussion guides. Also, groups can take advantage of the supplemental maps, informational resources, and action ideas included in the guide to educate people about the issues.

In addition to the companion guide for *Amazon Watch*, this guide also includes an HR 201 which focuses on the relevant international human rights document for the topic addressed in this film - the International Labor Organization Convention No. 169.

If you have questions or would like additional support, please contact the Human Rights Education Program of Amnesty International (education@aiusa.org) or visit our website.

NOTE – Please take time to fill out the feedback form found at the end of this guide or online at: <http://www.amnestyusa.org/education>

Lesson 201:

International Labor Organization, Convention 169

Historical Overview:

Convention No. 169 is the most comprehensive and up-to-date international instrument covering a range of issues pertaining to indigenous and tribal peoples, including land rights, access to natural resources, health, education, vocational training, conditions of employment and contacts across borders. The basic concepts of the Convention are respect and participation – respect for indigenous culture, spirituality, social and economic organization, and fundamental identity as well as full participation by indigenous peoples in the decision-making processes that affect their daily lives. In addition, Convention 169 contains many important provisions that require State governments to ensure the protection of these rights. The Convention has so far been ratified by Argentina, Norway, Mexico, Colombia, Bolivia, Costa Rica, Paraguay, Peru, Honduras, Denmark, Brazil, Dominica, Guatemala, the Netherlands, Ecuador, Spain, Venezuela and Fiji.

Lesson Overview:

The following lesson will introduce students to the ILO Convention 169 and the specific rights developed to protect indigenous people.

Objectives:

- Students will demonstrate an understanding of the ILO Convention 169
- Students will research an indigenous community through a human rights lens

Materials:

- Blackboard or chart paper
- Handout 1.1: Selected Indigenous Rights

Procedure:

1. Throughout this exercise, the class will act as one indigenous group. Educators may choose to assign a particular group, or allow students to select one from the following list:

Kichwa
Sarayaku
Cofan
Achuar
Native Americans of the United States

Teachers may also refer students to http://en.wikipedia.org/wiki/List_of_indigenous_peoples to view a more comprehensive list of indigenous groups.

2. Distribute Handout 1.1. This list contains simplified, selected articles from the ILO Convention 169. (For the full-text of this declaration, go to <http://www.unhchr.ch/html/menu3/b/62.htm>.) Assign each student or group of students (depending on the class size) one of the rights.
3. Students should research how their individual right has been violated or upheld in the community's history.
4. Students will then develop a creative presentation of their research. They may choose to develop a poster, public service announcement, or speech, or come up with a creative idea of their own.
5. After each presentation, discuss the following questions:
 - How might the ILO Convention 169 or the UN Declaration on the Rights of Indigenous People protect the rights of the community in the future?
 - How should the documents be enforced and who should enforce them?
6. Develop a timeline of the community's history as a class.

Lesson One:

The Environment and Human Rights

Time: Time will vary depending on activities chosen

Overview:

Many of the environmental threats affecting the world today, including water shortage, crop failure, widespread drought, and global warming affect quality of life for people all over the world, especially the world's poorest populations. Threats to the environment are often threats to people's human rights as well. For example, people who live near polluting factories suffer greater asthma rates than the rest of the population. On the same token, human rights violations, such as lack of access to food, water, and housing, also contribute to environmental decline, as evidenced by settlers who burn large areas of rainforest in order to grow enough food for their families to eat. The following activities examine the connection between the environment and human rights, and introduce the topic of indigenous land rights.

**Note – Because students will have varying degrees of familiarity with the subject matter, the lesson is divided into several activities from which the educator can construct a class session that best meets the needs of her or his learners.*

Objectives:

Students Will:

1. Understand the connection between the environment and human rights
2. Critically view two WITNESS films

Preparation:

- Copy of *Chevron: Ecuador's Black Plague*
- Copy of *Burlington Resources in Ecuador*
- DVD Player
- World Map
- Handout 1.1: Rainforest Fact Sheet
- Handout 1.2: Eminent Domain
- Handout 1.3: Movie Discussion Guide

Procedure:

Activity One – Connecting the Environment & Human Rights (25 minutes)

1. Ask students to individually list what they consider to be the two most pressing environmental issues currently affecting the world (*water shortage, wildlife management, global warming, etc.*). Call on student volunteers to list what they think is the most important environmental issue, and write responses on the board. **Note – students may notice that the issues they consider to be the most pressing are also the ones that impact quality of life. Also, many environmental issues are interconnected.*
2. Write the following quote on the board:
“Connecting human rights and the environment reveals that human rights abuses often lead to environmental harm, just as environmental degradation may result in human rights violations.” Laura Ziemer, Sierra Club Legal Defense Fund
3. Discuss the quote as a class. Choose one environmental issue listed on the board. Using any of the international human rights documents students have studied, such as the UDHR or International Labor Organization Convention 169, analyze the connection between the environmental issue and human rights. Are human rights abuses creating or worsening the environmental issue? Is the environmental issue resulting in human rights violations?
Example 1: *Denying someone the right to adequate food and housing could lead to deforestation as she or he clears land to make way for a subsistence farming plot.*
Example 2: *Lack of limits in the fishing industry could lead to over-fishing, which will in turn lead to lack of food for families who depend on fish as a main staple of their diet.*
4. After you have modeled this activity for the class, divide the class into small groups and assign each group to analyze the connection between one environmental issue listed on the board and human rights. Discuss group responses as a class.

Optional Extension Activity

- 1) As a class, brainstorm environmental issues affecting your community. Discuss how each of these issues is connected to human rights. (Type your zip code into the following website to receive a detailed environmental report card for your community: <http://www.scorecard.org>)
- 2) In small groups, students will choose an issue to research in more detail. For example, students may choose factory pollution as an environmental issue. The group will research the connection between factory pollution and human rights.
- 3) Students may use the following activities to learn more about the connection between the environment and human rights in their community:
 - Prepare a photo essay
 - Conduct interviews
 - Tour waste processing facilities, factories, areas of town, the town dump, city utilities, organic farms, industrial farms, recycling facilities, etc.
 - Test water sources in and around the town
 - Meet with the environmental studies department of the local university
 - Research city environmental initiatives and programs

Activity Two - Indigenous Rights & Land Rights (30 minutes)

Overview:

Environmental threats facing the Amazon rainforest also impact the quality of life of the people who inhabit the rainforest – tribes such as the Kichwa, the Sarayaku, the Cofan, and others whom you will see in today’s films. At the center of each of these films are the questions: Who owns traditional indigenous land? Who has rights to the minerals under the land in question? How does natural resource extraction impact the local community, and how should the community respond to or be compensated for resource extraction? This activity provides a brief introduction to the complex subject of land rights in the Amazon. Additional information about indigenous resistance and land rights can be found in [Lesson 2, Activities 1 and 2](#).

1. Pose the following two scenarios to the class and discuss responses:
 - Two people are arguing over a piece of property. Both parties say that they are the rightful owners of the property. One person has been working and living on the land for years. The other person, however, claims to have the copy of the deed to the property. How do you determine who owns the land?
 - The case of indigenous tribes is similar: they have been living off the bounty of the rainforest for generations, yet often do not have title to the land which they inhabit. Do they own the land or does the government own the land? Do you think the tribes have a right to control what happens on the land they have traditionally occupied? Why or why not?
2. Define the term “eminent domain” for the class. *Eminent Domain is the power of the federal or state government to take possession of private property for public use, even if the property owner objects, as long as the owner is “justly compensated.” Just compensation is determined by the government, not the property owner.*
3. Divide students into small groups. Distribute Handout 1.2 to each group. Review directions with students. When students are finished working, discuss student responses as a class.
4. Many indigenous tribes in Ecuador and Peru are facing issues similar to eminent domain, as oil and logging companies seek greater access to indigenous land. Even in cases in which the tribes have been granted titles to their ancestral land, the governments have retained subterranean mineral rights. Essentially, this means that the governments can grant concessions for oil exploration on indigenous property regardless of community consent. Unfortunately, in most cases the tribes are not compensated for their loss of land, livelihood, means of subsistence, and health. Nor do they, in most cases, have the means or opportunity to question the government or the company about the environmental and health impacts of oil exploration and extraction on their land.
5. As students watch the films, ask them to keep in mind the following questions. Return to these questions after viewing the films.
 - 1) Who does oil exploration and extraction benefit?
 - 2) How does oil exploration and extraction impact indigenous communities?
 - 3) How should indigenous communities be compensated for oil exploration and extraction on their land?
 - 4) Does the government have the right to grant oil concessions on indigenous land? Why or why not?

Activity Three – Film Viewing & Discussion (40 minutes)

1. Many of the indigenous tribes who live in the Amazon are engaged in a struggle to preserve the rainforest for future generations and to protect themselves from the devastating effects of rainforest destruction. Today's films explore the connection between environmental and human rights threats affecting the indigenous people of the Amazon.
2. Students will divide a piece of paper into two columns: Human Rights Violations and Environmental Issues. As the students watch the film, they will list facts or details from the film that fit into each column. **Note – If necessary, review [ILO Convention 169 and the Declaration on the Rights of Indigenous Peoples \(located in the Appendix\)](#) before watching the films.*
3. Watch the film *Chevron: Ecuador's Black Plague*.
4. Distribute or post Handout 1.3. Answer the questions as a class.
5. Watch the film *Burlington Resources in Ecuador*. Students will again list facts or details from the film in the columns they made for the first film. After the film, ask students to share what they listed in each column. Direct students' attention to [Ziemer's quote \(Activity One\)](#). How have human rights abuses led to environmental harm in Ecuador? How has environmental degradation led to human rights abuses in Ecuador? **Use questions from [Activity Two, section 5](#) for additional class discussion.*

Further Study:

1. Low-income areas and areas with large minority populations are more likely to suffer the effects of environmental degradation, in direct violation of the right to freedom from discrimination and the right to an adequate standard of living. Research the reasons why this is true. How could cities work to reduce the effects of environmental harm on low-income communities and build an environmental policy that respects human rights?
2. In the modern world, conflicts are arising or are being perpetuated over control of natural resources. Because the Amazon is rich in natural resources such as timber, oil, natural gas, and medicinal plants, conflicts over access to these resources has affected the human rights of many of the indigenous Amazon tribes. To learn more about natural resource conflicts, refer to Lesson 2 of Amnesty International's *Blood Diamond* curriculum guide, located on the Amnesty International Human Rights Education website: <http://www.amnestyusa.org/education>
3. Indigenous people all over the world have suffered loss of their traditional homelands. How are environmental issues impacting native tribes in the United States? How are the tribes responding to environmental and human rights threats?

Handout 1.1: Rainforest Fact Sheet

- Tropical rainforests cover less than 2% of the globe, yet play a vital role in regulating the earth's temperature and weather patterns, as well as decreasing the effects of global warming.
- An estimated 50% of all plant and animal species live in tropical rainforests.
- More than 20% of the world's oxygen is produced by the rainforest.
- The rainforest contains 1/5 of the world's fresh water.
- Over 1,500 plants, 750 trees, and 400 species of birds can be found in just four square miles of the Amazon.
- Researchers have identified over 2,000 tropical plants useful in the treatment of cancer.
- During the past 40 years, 20% of the Amazon rainforest has been cut down.
- When the first explorers came to the Amazon around 1500 AD, an estimated 6 million indigenous people lived in the rainforest. By the early 1900s, only around 250,000 remained, as most died due to illnesses such as smallpox brought by foreign settlers. Today, there are fewer than 100,000 indigenous people remaining in the Amazon, and their survival is currently threatened by the devastating effects of deforestation and pollution.
- Unsustainable agricultural and logging practices, such as clear-cutting and slash and burn farming, threaten growing portions of the Amazon rainforest.
- Between 1990 and 2005, Brazil lost over 163,000 square miles of rainforest, or roughly the size of California, to deforestation, primarily to clear land for cattle grazing and soy production, Brazil's leading exports.
- Crops do not grow well in the thin, acidic soil of the rainforest, and most farms are exhausted after only five years, forcing farmers to cut down more forest to make way for new farms.
- When people cut down the timber in old-growth forests, they release the equivalent of 10 years of human produced greenhouse gases, increasing the effects of global warming.
- Sustainable agriculture, sustainable harvesting of plants and resources, and eco-tourism can protect the forest and sustain its people indefinitely.

References:

Rain-Tree: Rainforest Facts - <http://www.rain-tree.com/facts.htm>

The Nature Conservancy: Rainforest Facts - <http://www.nature.org/rainforests/explore/facts.html>

Handout 1.2: Eminent Domain

In response to increasing gas and energy prices, the federal government is seeking cheaper alternative energy sources. Many of the people in your state can no longer afford to heat or cool their homes, making cheaper energy a top priority in your state. Your state legislature has decided to fund the construction of a nuclear power plant in an effort to locally produce cheaper energy. Read the following scenarios and answer the questions below.

Scenario #1

Your mayor has proudly announced that the state's new nuclear power plant will be built just outside your town. According to the mayor, the nuclear plant will bring needed jobs to your area, will provide cheaper and cleaner energy than coal, and promises to be environmentally friendly. The new plant will be located on existing park land just ten miles outside of town, and people are concerned about health and environmental impacts. The city council is holding an informational meeting later today.

1. What questions would you ask about the proposed nuclear power plant?
2. If the town were asked to vote on whether or not the plant would be built in your town, would you vote in favor of the plant? Why or why not?
3. Would you make the same decision if you discovered that your town would not benefit from reduced energy costs?

Scenario #2

Your family worked hard to buy a house with a small backyard just outside of town. Last week, a representative from the energy commission announced that under the law of eminent domain (acquiring private property for public purposes, even if the property owner objects), several houses near the site of the proposed nuclear power plant will be seized and torn down to open more land for construction. The affected families will be compensated with the market value of their homes. Most of the houses in your neighborhood, including yours, have been marked for seizure.

1. The nuclear power plant will provide cheaper energy for millions of homes. Does this fact justify the destruction of your home?
2. Do you think compensating families with the market value of their homes is enough? Why or why not?
3. What say do you think your community should have in this matter?

Handout 1.3: Movie Discussion Guide

Chevron: Ecuador's Black Plague

1. How did you feel after watching the film? What did you find most surprising about the film?
2. What are the environmental consequences of leaving oil byproducts in unlined open pits?
3. What are the human rights consequences of leaving oil byproducts in unlined open pits?
4. Why is ChevronTexaco on trial in Ecuador?
5. What is the policy in the United States for disposing of oil byproducts?
Why do you think ChevronTexaco did not follow these regulations?
6. Should ChevronTexaco be held accountable for the damage to the environment and human health that its business practices caused? If so, in what way should the company be held accountable?
If not, why not?

Bonus Questions:

1. How many open toxic waste pits did ChevronTexaco leave in Ecuador?
2. How many people were exposed to contaminated water as a result of the open, unlined waste pits?
3. Experts estimate that the river was polluted to how many times higher than the allowable limit for drinking water?
4. How much greater was the risk of miscarriage for women living near the oil wells?
5. How many millions of dollars in profit did the well at Lago Agrio make for the country?
How much of that was given to the indigenous people who live on the land?

Lesson Two: The Human Cost of Oil

Time: Time will vary depending upon activities chosen

Overview:

This lesson examines the politics and economics behind oil exploration, and asks learners to evaluate the human cost of oil exploration and extraction. After critically viewing *Chevron: Ecuador's Black Plague* and an interactive PowerPoint, learners will work in groups to develop ideas about how to ensure each phase of oil exploration and extraction respects human rights and the environment. In the second activity, students will learn about effective indigenous resistance and indigenous rights through the lens of the Sarayaku tribe. As an optional further study activity, students will put ChevronTexaco on trial and will research both sides of the case.

Objectives:

Students Will:

1. Critically view *Chevron: Ecuador's Black Plague*
2. Understand the economic and political forces that influence oil concessions
3. Demonstrate understanding of indigenous rights
4. Utilize prior knowledge and critical thinking skills during group work

Preparation:

- Copy of *Chevron: Ecuador's Black Plague*
- DVD Player
- PowerPoint Presentation: *The Human Cost of Oil*
- Projector and/or Computer (To show PowerPoint)
- White Board or Flip Chart
- Handout 2.1: Phases of Oil Exploration
- Handout 2.2: There's Oil in Ecuador!
- Reference 2.3: Overview of the Chevron Trial

Procedure:**Activity One – The Human Cost of Oil (50 minutes)**

1. Watch *Chevron: Ecuador's Black Plague*.
2. Use the interactive PowerPoint as a guided lecture, stopping to answer student questions as they arise. The PowerPoint will provide a brief overview of the economics and politics behind the Ecuadorian oil debate.
3. Divide students into small groups. Distribute Handout 2.1. Assign each group one phase of oil exploration. Review directions with students and model an example for the class.
4. When students have completed the exercise, each group will elect a representative to present the group's ideas to the class.

Optional Extension Activities

1. Ask each student to draw their interpretation of the true cost of gasoline. What does the cost of gasoline look like? Hang student work in the hallway or the classroom to promote discussion.
2. How much energy does your school use? Use the PBS website listed below to help your class perform an energy audit of your school. Discuss ways that your school could help conserve energy.
http://www.pbs.org/newshour/extra/teachers/lessonplans/science/green_schools.html
3. Develop a proposal for lowering oil dependency in your community. To whom will you present your proposal?

Activity Two – Indigenous Organization & Resistance (90 minutes)

Overview:

Amazon tribes have become both politically and technologically savvy in order to wage more successful campaigns against oil exploration and extraction on their ancestral lands. They have also joined with NGOs (non-governmental organizations) to present detailed lawsuits and petitions to international bodies such as the Inter-American Commission on Human Rights (IACHR), the Organization of American States (OAS) and the United Nations. Their successful campaigns have resulted in the cessation of oil operations in several areas of the Amazon, with companies citing indigenous resistance as the cause. The following activity uses the example of the Sarayaku community as a lens to explore the success of indigenous resistance.

1. Introduce the Sarayaku community by showing students photos from their website (<http://www.sarayaku.com>). How do the images compare with students' ideas about indigenous people? What can you learn about the daily life of the Sarayaku from viewing the photos?
As a further introduction, listen to Sarayaku music, read about their wildlife management and education initiatives, and view images of their pottery.

2. There are only about 1,000 people living in the Sarayaku community, yet they have waged a successful resistance campaign against multinational oil companies. One of the reasons their efforts are successful is that they know how to access their human rights. Distribute or post the timeline of the Sarayaku (found in the Appendix). Review the timeline as a class. What human rights violations did the Sarayaku experience? How did they claim their human rights? Why do you think their resistance campaign was successful?
3. Divide students into small groups. Distribute the guide to understanding [ILO Convention 169 \(found in the Appendix\)](#). Distribute Handout 2.2 and review directions with students. Assign each group one of the following perspectives: oil company representative, member of the government of Ecuador, or indigenous leader. More than one group can be assigned to the same perspective, as most oil concessions impact more than one oil company and more than one tribe. You will play the role of international mediator.
4. Allow students time to meet in groups, and then convene a class meeting. Each group will receive two minutes to present its proposal. After all groups have presented their proposals, allow each group to pose questions or comments to other groups. With the help of the international mediator, the class will attempt to agree upon a proposal.

Further Study:

1. Hold a mock trial for ChevronTexaco. Use the “How to Conduct Mock Trials in the Classroom Guide” below to help you get started.

<http://www.classbrain.com/artteensm/uploads/mocktrialguide.pdf>

Students will use websites and materials listed in the Resources section to prepare well-informed cases for both the plaintiffs and the defendants. **Note – Research and preparation will take one class period, and the mock trial will take one class period.*

2. Ask students to research one human rights defender, such as Chico Mendes or Dorothy Stang, who worked to promote human rights and environmental justice in the Amazon rainforest. Students may make a poster about their chosen defenders to place in the hallway as part of an awareness raising campaign.

Handout 2.1: Phases of Oil Exploration & Extraction

Directions: Choose one phase of oil exploration below and explain at least two steps that could be taken to ensure that your chosen phase respects human rights and/or the environment. Be creative! Use the PowerPoint and the Resources section to find additional information about your chosen phase.

Example: *One way to limit demand for oil would be to encourage people to buy food produced locally. Most food products travel over 1,500 miles between the field and the supermarket shelf, requiring fleets of low fuel efficiency diesel trucks (6-8 mpg on average) to transport food products. Buying locally means fewer trucks traveling cross country to deliver food. Also, buying organic food ensures less fuel is used to produce synthetic fertilizers.*

Phase I – Demand

Phase II – Oil Concessions

Phase III – Oil Exploration & Extraction

Phase IV – Managing Oil Waste Products

Phase V – Refining and Transporting Oil

Phase VI – Land Restoration after Oil Exploration and Extraction

Handout 2.2: There's Oil In Ecuador!

Scenario: The pressure's on to keep the price of oil down while consumption of oil skyrockets, and oil companies are aggressively seeking new sources of oil. Oil has been discovered in Ecuador, though many of the projected oil fields are in the middle of indigenous property. What to do? Oil company representatives, indigenous leaders, and members of the government will be meeting later this week in an attempt to develop an oil exploration proposal that benefits all parties. An international mediator will attend to ensure that the proposal upholds human rights, indigenous rights, and environmental regulations.

Directions: You will be assigned one of the following perspectives: oil company representative, member of the government of Ecuador, or indigenous leader. Use ILO Convention 169, other human rights documents, and Ecuador's constitution to craft a proposal that will benefit oil companies, the government of Ecuador, consumers, and the indigenous tribe in the area. You will present your proposal to the class from your assigned perspective.

International human rights standards Ecuador has signed:

- IESCR (International Covenant on Economic, Social, and Cultural Rights)
- ILO (International Labor Organization) Convention 169
- UDHR (Universal Declaration of Human Rights)

Oil Company: As a multinational company, you are required to abide by international human rights standards, environmental law, and Ecuador's constitution. You must also consider the company's image when considering how to compensate the indigenous tribe for access to their land. Finally, the company must make a profit in order to sustain itself and meet its obligation to shareholders. Write a proposal that respects human rights, the environment, and the company's need to keep oil cheap while also turning a profit.

Government of Ecuador: The government of Ecuador has an economic responsibility to its people, and must ensure that its citizens have access to basic necessities such as food, housing, and water. Ecuador also uses oil profits to repay international debt. However, Ecuador also has an environmental and social responsibility to protect the rainforest and its people. How should the government balance its economic need with its responsibility to respect human rights and the environment? Write a proposal that respects human rights, the environment, and the government's need to repay its debt as well as provide for its people.

Indigenous People: Your tribe has sustained itself by hunting and harvesting the same territory for hundreds of years. Though you have a right to be compensated for your land and to protect your environment, the government has retained mineral rights on your land. How, then, can you bargain for a proposal that respects your rights and the environment? How should you be compensated? Can you work with the oil companies and the government to negotiate a fair deal?

Final Assessment:

Were the groups able to reach an agreement? If so, how does the agreement reached benefit the local economy? How does it benefit Ecuador? How does it benefit the oil company? In what ways does it benefit the local indigenous tribe? How does the agreement protect the environment? In what ways does the agreement respect human rights? If the groups were not able to reach an agreement, why not?

Lesson Three:

Saving the Rainforest - Shareholder Activism, Eco-Tourism & Sustainable Development

Time: Time will vary depending on activities chosen.

Overview:

This lesson provides an introduction to the Camisea Natural Gas Pipeline, and the environmental and human rights challenges its construction poses to the people and environment of Peru. Through shareholder activism, Amnesty International, Amazon Watch, and many other organizations are working to ensure that companies working in the Amazon abide by international human rights and environmental standards. A brief introduction to shareholder activism is followed by a project that asks learners to research and prepare a shareholder resolution. The final activity explores additional methods for sustaining and preserving the rainforest for future generations.

Objectives:

Students will:

1. Locate Peru and the Urubamba River on a world map
2. Critically view *Camisea: Risky Business*
3. Demonstrate understanding of shareholder activism through discussion, group work, and activities
4. Evaluate the efficacy of eco-tourism and other sustainable business ventures in the Amazon

Preparation:

- DVD Player
- Copy of *Camisea: Risky Business*
- World Map
- Handout 3.1: Movie Discussion Guide
- Handout 3.2: Shareholder Activism
- Handout 3.3: Shareholder Resolution Project
- Handout 3.4: President Correa's Proposal – Leaving Ecuador's Oil in the Ground
- Handout 3.5: Sustainably Harvesting the Rainforest

Procedure:**Activity One – Film Viewing & Discussion (30 minutes)**

1. Ask a volunteer to point to Peru on a world map. Locate the Urubamba River on the map. Over 70% of Peru's rainforest, including the Urubamba River Valley is now zoned for oil and gas exploration, up from 13% in 2004. The following video details the largest natural gas project in Peru: the Camisea pipeline.
**Note – Refer to the Amazon Watch website for current information about oil exploration and other environmental threats in Peru.*
2. Ask students to take notes on human rights or environmental issues they see in the film. View the film *Camisea: Risky Business*.
3. Discuss students' reactions to the film. Use Handout 3.1 to guide class discussion about the film.

Activity Two– Shareholder Activism (90 minutes)

1. One way to protect the rainforest and its inhabitants is to hold corporations accountable to international environmental and human rights standards. Because multinational corporations have significant economic and political power, they are in a unique position to set a global standard of respect for both the environment and human rights. Shareholder activism is one way to ensure corporate accountability on these matters. Read Amnesty International's Introduction to Shareholder Activism as a class: ("Taking Stock of Corporate Behavior – Using Shareholder Activism to Defend and Promote Human Rights") (http://www.amnestyusa.org/Business_and_Human_Rights/Taking_stock_of_corporate_behavior_/page.do?id=1101623&n1=3&n2=26).
2. Use Handout 3.2 to guide class discussion about shareholder activism.
3. Distribute Handout 3.3 to the class. Explain the project to the class and hold a vote on which company the class would like to research.
4. Review the example of Amnesty International's most recent shareholder resolution at Chevron's annual shareholder meeting (Located under Amnesty International's Chevron page): http://www.amnestyusa.org/Chevron_Corp/Chevron_in_Ecuador/page.do?id=1101670&n1=3&n2=26&n3=1242).
5. As a class, brainstorm ideas for shareholder resolutions, and write ideas on the board. Vote on which shareholder resolution the class will file.
6. Divide the class into small groups, and assign each group one task from Handout 3.3.
7. Allow students time to research and prepare presentations. When the students are finished, a group representative will present the group's findings to the class.

Activity Three: Preserving the Rainforest (50-90 minutes)

Overview:

Many groups contend that more money can be made from sustainably harvesting the rainforest's natural resources than by exploiting those resources for short-term gain. As a result, many organizations are working with local governments and indigenous tribes to craft eco-tourism initiatives and sustainable development projects, designed to bring long term financial gain to local communities while also preserving the environment.

1. Distribute Handout 3.4. Read the handout as a class or ask students to read it individually. Answer the questions as a class. **Note – If you have more time, distribute and read the reference articles at the bottom of the handout.*
2. If Ecuador adopts President Correa's proposal to ban oil exploration in Yasuni National Park, Ecuador will need alternative means of income. Sustainable harvesting of wood, rubber, and other rainforest products, along with fair trade certification, could bring needed income in a way that respects the environment and human rights. Distribute Handout 3.5 to the class. Give students time to research their chosen product and develop an infomercial. Students will present their infomercials to the class. **Note – If you are short on time, bring several items to class, and ask students to guess which ones are harvested in the Amazon. Then, discuss sustainable harvesting and fair trade certification. Read about how student groups are demanding fair trade products on their campuses:*
<http://www.transfairusa.org/content/support/campus.php>
3. A third approach to preserving the rainforest while also bolstering the economy of rainforest countries is ecotourism. According to the International Ecotourism Society, ecotourism is, "responsible travel to natural areas that conserve the environment and improve the well-being of local people." Though many ecotourism ventures already exist in the Amazon, the most successful ones are those that involve local communities from start to finish. To introduce students to the concept of ecotourism, play the Amazon Interactive Ecotourism Game:
<http://www.eduweb.com/ecotourism/eco1.html>.
**Note – If you do not have access to computers, use Further Study activity three instead.*

Further Study:

1. Research the companies in which your school or business invests. Use Amnesty International's [Share Power](#) website to find out how you can support shareholder resolutions designed to ensure that corporations abide by international human rights and environmental standards.
2. For more information about corporate social responsibility, please refer to Lesson 3 of Amnesty International's [Blood Diamond](#) curriculum guide (pps. 42-60).
3. Research ecotourism opportunities currently available, and use student knowledge of the rainforest and its people to create your own ecotourism adventure to the Amazon. Where do you want to go? What do you want to do when you get there? Will you visit any of the local communities? How will your visit benefit the local communities? How will your visit benefit you? How will your visit help preserve the rainforest and promote human rights? Develop a brochure for your ecotourism adventure and post it in the classroom or hallway.

Handout 3.2: Shareholder Activism

1. Define shareholder.
2. What is a company's responsibility to its shareholders?
3. What rights and privileges do shareholders have?
4. What groups do shareholder activists include?
5. How do shareholder activists pressure companies to respect human rights?
6. List three human rights issues that shareholder activists have encouraged companies to take action on in the past.
7. What is a shareholder resolution?
8. Who can file shareholder resolutions? Who can vote on them?
9. What is the goal of shareholder resolutions?
10. What measures did Exxon adopt because of Amnesty's shareholder activism?
11. How can individuals get involved in shareholder activism?

Handout 3.3: Shareholder Resolution Project

Project:

Your class is going to buy \$2,000 worth of stock in one of the following companies, which will allow you to file a shareholder resolution at the annual shareholders meeting.

ChevronTexaco - http://www.chevron.com/social_responsibility/

ConocoPhillips (formerly Burlington Resources) - <http://www.conocophillips.com/hse/index.htm>

Hunt Oil - <http://www.huntoil.com/>

Petroecuador - <http://www.petroecuador.com.ec/> (All information in Spanish only)

Pluspetrol - <http://www.pluspetrol.net/>

The annual shareholder meeting is in a few months, and your class would like to file a shareholder resolution in time for the meeting. In small groups, you will research the following topics in order to prepare a detailed resolution.

Group Research

Group One: Read the company's corporate social responsibility page and research whether or not the company has a human rights or environmental policy. If so, what is that policy?

Group Two: Research the company's human rights and environmental record.

Group Three: Who are the other shareholders? How will you get them to support your resolution?

Group Four: What international laws, regulations, or standards could you ask the company to sign or endorse?

Group Five: Is this resolution in the best business interest of the company? What practices would the company have to change if it adopted the resolution?

Presentation

When all groups have finished researching, a representative from each group will present the group's findings to the class.

Handout 3.4: President Correa’s Proposal – Leaving Ecuador’s Oil in the Ground

Overview:

At the 2007 Clinton Global Initiative, Ecuador’s President, Rafael Correa, announced that he plans to ban oil drilling in Yasuni National Park, one of the Amazon’s most biodiverse areas and home to several indigenous tribes. Yasuni National Park is a UNESCO Biosphere Reserve, and has the highest concentration of plant and animal species in the world. Correa’s plan will protect biodiversity, promote human rights, and help stop global warming by curbing deforestation in the Amazon and reducing the amount of oil available for consumption. However, his plan will also cost Ecuador an estimated \$9.2 billion dollars in lost revenue and will keep an estimated 920 million barrels of oil off the market. In return, Correa is asking the world to compensate Ecuador for the loss of oil income through debt forgiveness and direct financial commitments.

According to the Clinton Global Initiative, this proposal “would promote the idea of ‘shared responsibility’ for climate change between developed and developing nations while democratizing the global response to the climate crisis.” Norway and Spain have already committed to supporting Correa’s proposal, and over one hundred other organizations, governments, and individuals have expressed interest in supporting it.

Banning oil drilling in Yasuni would keep an estimated 436 million tons of carbon dioxide from being released into the atmosphere, not counting the carbon dioxide that would be released during the deforestation necessary to facilitate oil drilling. (Rising levels of carbon dioxide are believed to cause global warming.) The market value of keeping all this carbon dioxide out of the atmosphere is \$4.36 billion dollars.

For over 30 years, oil revenues have accounted for one third of Ecuador’s national income, though the revenues have failed to sustain or support Ecuador’s citizens. Instead, oil exploration and extraction have increased Ecuador’s foreign debt, resulted in environmental degradation, caused the spread of illness and disease, and increased national poverty levels. This proposal signifies a shift in Ecuador’s economic paradigm, and demonstrates that countries and companies are beginning to see profit in leaving natural resources intact rather than in exploiting natural resources for short-term gain. It also invites the world to demonstrate its commitment to addressing the causes and effects of global warming, while promoting human rights and environmental justice.

Questions

1. Industrialized nations produce the most greenhouse gases and consume the most natural resources, yet developing nations often suffer more from the effects of natural resource extraction and climate change. Many developing countries believe that industrialized nations have accrued an ecological debt that must be repaid. Do you agree that the world has a shared responsibility to help end global warming? Why or why not? How should industrialized nations compensate developing nations for their ecological debt?
2. What are some of the effects of global warming? What might be some of the financial costs of these effects?
3. In what ways will this proposal help Ecuador reduce its dependency on oil income? Do you think that this proposal is good for Ecuador’s economy? Explain your answer.
4. In what ways does this proposal promote human rights and environmental justice?

References:

Amazon Watch. “Ecuador’s Pioneering Climate Change Plan.”
(http://www.amazonwatch.org/view_news.php?id=1461)

Clinton Global Initiative. “Leaving Ecuador’s Oil in the Ground, 2007.”
(<http://commitments.clintonglobalinitiative.org/projects.htm?mode=view&rid=209748>)

Handout 3.5: Sustainably Harvesting the Rainforest

Overview:

Many of the products we use every day, such as cocoa and coffee, are harvested in the rainforest. As demand for these products rises, it is important that consumers look for fair trade certified products that ensure items are sustainably harvested and that the workers are paid a fair wage. As more and more rainforest land is cleared for timber, monoculture farms (such as soybean farms in Brazil), and cattle fields, it is more important than ever to understand the origin of the products we use and the method used for harvesting.

Directions:

Choose one item from the list below and develop an infomercial about the product, using the questions at the bottom of this sheet to guide your research about the product.

Items Harvested From the Rainforest

- Coffee
- Medicinal Drugs (Over 100 corporations are currently involved in researching the medicinal effects of rainforest plants, which have proven especially beneficial in the treatment and prevention of cancer)
- Food Coloring
- Cashews
- Rubber
- Rattan (used in furniture)
- Pau Rosa Tree (used in making perfumes and flavorings)
- Timber (Teak, mahogany, rosewood, balsa)
- Resins and oils (used to make cosmetics, soaps, shampoo, insecticides, disinfectants, and detergents)
- Tagua (a tree called “vegetable ivory” that is used to make buttons)
- Bananas
- Cocoa
- Palm and Coconut Oil
- Bamboo
- Tangerines
- Vanilla
- Chewing Gum

Developing an Infomercial

Use the following questions to guide your research about the item:

- What are the item’s uses?
- How much does the item typically cost?
- How is the item harvested or produced?
- How does sustainably harvesting the item benefit the community in the long term?

When you have completed your research, develop an infomercial about your item. Be creative! Present your infomercial to the class.

Appendix One – Chevron Fact Sheet



SHARE POWER

**BUSINESS &
HUMAN RIGHTS**
CORPORATE ACTION NETWORK

CHEVRON FACT SHEET

Oil Rights or Human Rights in the Amazon?



"Our health has been damaged seriously by the contamination caused by Texaco. Many people in our community now have red stains on their skin and others have been vomiting and fainting. Some little children have died because their parents did not know they should not drink the river water."

Excerpt: Affidavit of the Secoya tribe given by Elias Piaguaie-Aguinda, et al v. Texaco Inc. - Case # 93-CV-7527

- For over four decades, Indigenous communities have witnessed multinational oil companies cut through the delicate Ecuadorian Amazon jungle and their ancestral lands in search of the country's vast petroleum resources.
- Texaco, which merged with Chevron in 2001, began prospecting for oil in Ecuador in 1984, becoming the first company to discover commercial quantities of oil in the country. Texaco set the standards for oil operations in the region and remained the operating partner through its joint venture with the state-owned oil company.
- According to the 1993 report "Amazon Crude" by the environmental lawyer Judith Kimerling, from 1972 until it left Ecuador in 1992, Texaco intentionally dumped more than 19 billion gallons of toxic wastewaters into the region and was responsible for 16.8 million gallons of crude oil spilling from the main pipeline into the forest. The report alleges that these actions contaminated both the soil and the groundwater of the communities in the area and will continue to threaten the economic and cultural bases of Indigenous peoples' survival. By comparison, the infamous *Exxon Valdez* tanker disaster in 1989 spilled 10.8 million gallons of crude off the coast of Alaska.
- Health reports published in renowned medical journals point out the relationship between higher cancer rates and living in the proximity of oil fields, and between spontaneous miscarriage rates and living in the proximity of contaminated water streams. In some streams, the levels of oil chemicals like hydrocarbon concentrations were as high as 280 times the permitted levels in the European Community.
- Meanwhile, Chevron has not only refused to acknowledge any link between the public health hazards and the environmental problems caused by its drilling policies in the Ecuadorian Amazon, but has also refused to clean up the pollution, claiming that a controversial 'clean up' agreement with the Ecuadorian Government has released it of any further liability. The company has further denied direct compensation to the affected communities for threatening their health and their economic and cultural survival by polluting their environment. The Amazon residents have been fighting this problem in courts since 1993.
- Amnesty International USA, along with other socially responsible investors that include the two largest pension funds in the US, has engaged in shareholder activism to demand accountability for the people suffering in the Amazon. AIUSA has co-filed a proposal to Chevron's Board of directors calling on the company to report all costs relating to the health and environmental consequences of contamination associated with Texaco drilling sites in Ecuador's Amazon.
- You can demonstrate solidarity with Amazon communities and help garner more shareholder support for the proposal on Ecuador by joining Amnesty's SHARE POWER Campaign.

Learn more and find out how you can take action at

<http://www.amnestyusa.org/business/sharepower.html>

E-mail Amnesty's Corporate Action Network (CAN) at corpaction@aiusa.org

Appendix Two: Guide to Understanding ILO Convention 169

MINERAL OR OTHER RESOURCES

Mineral or other resources

Article 15.2.

In cases in which the State retains the ownership of mineral or sub-surface resources or rights to other resources pertaining to lands, governments shall establish or maintain procedures through which they shall **consult** these peoples, with a view to ascertaining whether and to what degree their interests would be prejudiced, before undertaking or permitting any programmes for the exploration or exploitation of such resources pertaining to their lands. The peoples concerned shall wherever possible **participate in the benefits** of such activities, and shall receive **fair compensation** for any damages which they may sustain as a result of such activities.

There are many cases in which the State Constitution provides that the State alone owns mineral and other resources. Thus, the State has the legal right under its own laws to displace anyone necessary in order to exploit these resources. This Article recognizes this situation while also allowing indigenous and tribal peoples to have a say in how these resources are exploited.

When mineral or other resources on indigenous and tribal peoples' territories are exploited, it often causes severe environmental imbalances, pollution and health problems, in addition to economic hardship.

In the Philippines for example, large scale open-pit mining has caused health hazards, displacement, changes in the water table and the deposit of hazardous wastes on the lands of the indigenous Igorot people.⁴⁰

In Nigeria, the commercial exploitation of oil in the Niger Delta has had severe ecological and social consequences for the Ogoni people. Oil leaking from pipelines and tanks has polluted rivers, streams and fields, and killed animals and vegetation. Forests have been cut down to make way for roads and pipelines, destroying the subsistence economy of the Ogoni people. Environmental pollution has led to severe health problems such as tuberculosis, and respiratory and stomach diseases. The Ogoni were not consulted and have not received any benefit from the profits made.⁴¹

⁴⁰ United Nations. *Discrimination Against Indigenous Peoples. Transnational investments and operations on the lands of indigenous peoples. Report of the Centre on Transnational Corporations submitted pursuant to Sub-Commission resolution 1990/26.* E/CN.4/Sub.2/1994/40. 1994, p. 25.

⁴¹ Society for Threatened Peoples. *Arbeitsdokumentation: Ogoni in Nigeria.* Göttingen, 1985. See also WGLA: *The Indigenous World 1995-97*, Copenhagen, 1997, p. 258.

Appendix Three – Key Events of Sarayaku Resistance Movement

About the Tribe:

The Kichwa community of Sarayaku, comprised of around 1,000 people, is located in the Pastaza Province of central Ecuador. Politically savvy and educated about their human rights, the Sarayaku have mounted an effective resistance to oil companies operating on their ancestral land. Members of the indigenous organizations CONFENIAE and OPIP (Organization of Indigenous Persons of Pastaza), the Sarayaku also have a democratically elected representative government.

Timeline:

1996

CGC and ChevronTexaco sign an oil concession contract with the government of Ecuador for Block 23, which contains over 500,000 acres of Sarayaku land, without consulting the Sarayaku. Once made aware of the oil concession contract, the Sarayaku opposed oil development on their land.

2002

January – CGC/ChevronTexaco begin laying seismic lines and explosives for seismic testing on Sarayaku land. Sarayaku men cut the lines.

October – The Sarayaku request a meeting with the president of Ecuador to ask that the oil companies stop seismic testing on their land and that the government respect the constitution and International Labor Organization (ILO) Convention 169.

November 25 – The Sarayaku detain three workers from CGC/ChevronTexaco in order to better negotiate the cessation of oil exploration on their land.

November 28 – The Sarayaku and eleven other tribes file a constitutional lawsuit against CGC/ChevronTexaco. In retaliation, the companies buy one hour of radio space each day to denounce indigenous resistance to oil exploration.

2003

January 02 – CGC/ChevronTexaco hire 25 private security guards to enter Sarayaku territory by force rather than wait for the results of the constitutional lawsuit. The oil companies claim that the Sarayaku are terrorists and drug traffickers, thereby necessitating military intervention and protection for the oil companies.

January 12 – The companies receive a court order not to enter Sarayaku land until the constitutional lawsuit is resolved, but the oil companies state that the court order applies only to the area directly surrounding the Sarayaku community plazas. They also announce their plans to commence seismic testing on the other 90% of the Sarayaku land included in Block 23. In response, 75 members of the Sarayaku community plan to establish protest Camps for Peace and Life at seismic testing sites.

January 13 – While en route to the testing sites, members of the Sarayaku community were fired upon by CGC security personnel.

January 15 – CGC/ChevronTexaco personnel claim that they have surrounded the testing sites with landmines to prevent trespassers.

January 20 – Ecuadorian military confiscates hunting rifles of Sarayaku members who are on their way to the Camps for Peace and Life.

January 26 – Four Sarayaku members are captured and detained by CGC/ChevronTexaco personnel. They are blindfolded, bound, beaten, and left in the sun without access to food and water. In retaliation, the Sarayaku detain four CGC/ChevronTexaco workers, who are released unharmed once agreements are reached, which include release of Sarayaku prisoners, safe river passage for the Sarayaku, and withdraw of the 200 military personnel in the area.

February 06 – Company performing seismic testing withdraws, citing Sarayaku resistance as the primary reason. In response, the oil companies petition the government for military support so that seismic testing can be carried out by force.

February 26 – ChevronTexaco sells its holdings in Block 23 to Burlington Resources.

April 19 – Ombudsman of Pastaza Province rules that CGC and the Minister of Energy and Mines violated the constitution and ILO Convention 169 by not consulting affected communities before commencing oil operations on their land.

April 23 – With help from the Center of Justice and International Law and the Center for Economic and Social Rights, OPIP and the Sarayaku present a petition to the Inter-American Commission on Human Rights (IACHR).

May 05 – The IACHR orders the Ecuadorian government to take the following precautionary measures:

Protect the life and integrity of the Sarayaku community, especially named members who may be in immediate danger

Investigate the events of January 26, 2003, and judge and penalize those responsible

Adopt necessary measures to protect relationship of Sarayaku to their territory

Consult the Sarayaku when fulfilling these obligations and take action within six months

May 29 – Governor of Pastaza Province states that the government will ensure oil exploration in Block 23, even if it has to do so by force.

September 18 – CGC resumes oil exploration with military protection provided by the government.

November 20 - Boston Common Asset Management files shareholder resolution with Burlington Resources to adopt a policy on indigenous people.

December 05 - 120 members of the Sarayaku community travel to Puyo, the capital of Pastaza Province, to demonstrate in the March for Peace and Life. En route, the party is intercepted by armed CGC personnel; 15 men, women, and children are detained and assaulted. The government refuses to intervene to protect the Sarayaku people, despite the concern of the Red Cross and other agencies. 111 people return to the community of Pastaza in bad condition after being beaten and deprived of food.

2004

April 23 – Lawyer working for the Sarayaku is assaulted and advised to stop working on behalf of the Sarayaku.

June 02 –United Nations advises Ecuadorian government to ensure indigenous people are involved in decisions affecting their lives and territories, and to implement legislative measures that require transnational companies to abide by environmental laws and human rights standards.

July 07– Minister of Energy Eduardo Lopez announces the opening of the Amazon to oil exploration and denounces all groups who oppose this expansion.

2005

May 12 – Attorney General of Ecuador appears before IACHR and proposes that the government and the Sarayaku community reach an agreement within 90 days on specific points. He also states that since CGC violated human rights, and therefore violated the constitution of Ecuador, by the Law of Hydrocarbons, Ecuador could terminate the contract made with the company.

August 17 – Sarayaku demand removal of explosives left on their land by CGC and require the removal to be overseen by the OAS (Organization of American States) and the UN.

2006

July 01– Military detains 5 Sarayaku members, including one underage boy and one disabled man.

October 16 – Three of the five prisoners released.

November 29 – Rafael Correa, who publicly supports the Sarayaku cause, is elected President of Ecuador.

2007

May 24 – Minister of Energy and Mines announces that the government will remove the explosives left by CGC after its withdraw in 2003.

September 04 – The Sarayaku request that the government declare the CGC contract for oil exploration expired since the company violated the constitution and committed human rights violations. The government is considering the proposal.

Reference: News articles and Press Releases found on the Sarayaku website: <http://www.sarayaku.com>

Resources

Books

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Brysk, Alison. From Tribal Village to Global Village: Indian Rights and International Relations in Latin America. Stanford University Press: Stanford, 2000.

Chagnon, Napoleon A. Yanomamo: The Last Days of Eden. Harcourt Brace & Co.: New York, 1992.

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Ziemer, Laura. "Environmental harm as a human rights issue: Forging new links" <http://www.tibet.com/Eco/Green97/violation.html>

Websites

The Amazon Rainforest – General Information

Rain-Tree - Rainforest Facts

<http://www.rain-tree.com/facts.htm>

The Nature Conservancy - Rainforest Facts

<http://www.nature.org/rainforests/explore/facts.html>

Educational Resources

Mongabay - Rainforest lesson plans, maps, tables, and articles

<http://rainforests.mongabay.com/>

Rainforest Action Network Classroom Resources

http://ran.org/what_we_do/rainforests_in_the_classroom

The Rainforest Alliance Learning Site – Lesson plans for all ages, maps, stories, articles

<http://www.rainforest-alliance.org/programs/education/teachers/index.html>

United Nations Cyberschoolbus - Land Rights in the Amazon River Basin

Interactive lesson plan

http://www.un.org/cyberschoolbus/indigenous/locate_focus.asp

Indigenous People of the Amazon Rainforest

Achuar

<http://www.achuarperu.org/en/index.htm>

Cofan

<http://www.cofan.org>

Pachamama Alliance – An indigenous alliance to protect the rainforest

<http://www.pachamama.org>

Sarayaku

<http://www.sarayaku.com>

Shareholder Activism

Amnesty International – Business & Human Rights

http://www.amnestyusa.org/Our_Issues/Business_and_Human_Rights/page.do?id=1011004&n1=3&n2=26

Sustainable Development

Center on Ecotourism and Sustainable Development

<http://ecotourismcesd.org/>

Center for Human Rights and the Environment

http://www.cedha.org.ar/en/general_information/

Clinton Global Initiative – Leaving Ecuador’s Oil in the Ground

<http://commitments.clintonglobalinitiative.org/projects.htm?mode=view&rid=209748>