

# ***Ecuador's Oil Legacy: Media Skills, Justice, & Preservation***

A grades 6-12 Curriculum Unit based on the documentary

*¡Justicia Now!* directed by Martin O'Brien and Robbie Proctor



## **OVERVIEW OF THE LESSONS**

"Ecuador's Oil Legacy: Media Skills, Justice & Preservation" is divided into two units, the first of which teaches students about not only the cultures, history, and geography of the Amazonian rainforest but also why it must be preserved. Students will also get a glimpse into the very real problems that oil companies and the toxic oil have caused for the environment, animals, inhabitants, and the rainforest as a whole.

The second unit asks students to create a futuristic newscast announcing the end of all available crude oil on earth. Beginning with the film, *¡Justicia Now!*, as the foundation of the unit, students will learn about the implications of current and future oil drilling in vulnerable places like Ecuador; learn how thoroughly most current American lifestyles depend on oil production; imagine how their lives would change with the sudden loss of all oil; and utilize writing, and collaboration (and possibly media) skills to develop a futuristic newscast which investigates a fictional scenario: the sudden end of all crude oil available for drilling on earth.

## **UNIT DESIGNERS**

**Nicole Means** is a world geography teacher at West Feliciana High School in Saint Francisville, Louisiana. She has participated in several international studies programs, including the Fulbright-sponsored educational tour in Japan, and has been named as a West Feliciana Parish Teacher of the Year.

**Rachel Carrico** is an actor, dancer, artist, and teacher in New Orleans, Louisiana. She is the project manager and arts teacher for Play/Write, a children's playwriting festival created and hosted by Goat in the Road Productions, a New Orleans-based theater company of which Rachel is a founding member and co-artistic director.



# Ecuador’s Oil Legacy: Media Skills, Justice, & Preservation

## TABLE OF CONTENTS

<i>¡Justicia Now!: One People’s Fight Against Big Oil</i> Film Overview	4
<b>Geography and Preservation</b> CURRICULUM FOR GRADES 9 – 12 By Nicole Means	
<i>Geography and Preservation</i> Curriculum Overview	5
Activity One: Ecological Footprint	9
Activity Two: Sustainability	11
Activity Three: Introduction to Ecuador and Oil Production	13
Ecuador vs. Chevron Fact Sheet	15
Activity Four: <i>Aguinda vs. Texaco</i> : Mock Trial	18
Extension Activity: Does Oil Wealth Contribute to Poverty?	23
Bringing It Home: British Petroleum 2010 Oil Spill	25
Blab It Out Assignment: The BP Oil Spill: Why the World Should Care	27
Blab It Out!: Grading Rubric	29
Blab It Out! Worksheets	30
Works Cited	32



***Breaking News: No More Oil!***  
**CURRICULUM FOR GRADES 7 – 12**  
 By Rachel Carrico

“Breaking News: No More Oil!”: Curriculum Resource Overview	34
Lessons, days 1 & 2: Introduction: Oil Drilling in Ecuador	36
Lessons, days 3 & 4: <i>¡Justicia Now!</i> Film & Activities	38
Lessons, days 5 & 6: Newscast	39
Lessons, days 7 & 8: Your Own Newscast: “No More Oil!”	40
Lessons days 9-12: Create and Perform Broadcast	43
“In Ecuador, Resentment of an Oil Company Oozes” Article from the <i>New York Times</i>	44
“Persuasive Strategy Definitions” Worksheet	45
“Reporter’s Guide” Worksheet	46
“Two Sides to Every Story” Worksheet	47
“News Broadcast Format” Guide	48
“Final Draft: News Broadcast Script” Worksheet	49
“See / Think / Wonder” Handouts	52



# *¡Justicia Now!: One People's Fight Against Big Oil*

Directed by Martin O'Brien and Robbie Proctor

“Everything the communities live on or off is poisoned. There are epidemics of cancer, every type of cancer in children, babies, women and men. It's heartbreaking and it's reprehensible.”

– Daryl Hannah, Actress and Activist

## **THE DOCUMENTARY**

¡Justicia Now! brings to light Chevron-Texaco's toxic devastation in the Northern Ecuadorian region of the Amazon rainforest and a courageous group of people called “Los Afectados” (“The Affected Ones”), who seek justice for the ensuing cancer, sickness, and death in the largest environmental class action lawsuit in history. Over the course of three decades, Texaco dumped more than 18 billion gallons of toxic wastewater into the Amazon rainforest, and the corporation failed to follow basic environmental standards that were law in the United States at the time. One indigenous tribe from the region has been completely wiped out, and another is on the verge of extinction. Rates of cancer, leukemia, stillbirths, and skin disease have skyrocketed amongst the local population, and still very little has been done. The cost of remediation alone is currently \$6 billion.

The thirty-minute documentary features appearances by Daryl Hannah, Stuart Townsend, and activist Pablo Fajardo, who earned a CNN Hero award in the Fight for Justice category, established to recognize leaders “advancing the cause of civil or equal rights”. Filmmakers Robbie Proctor and Martin O'Brien of MoFilms presented their award-winning film at the 20th Annual New Orleans Film Festival in October of 2009.

## **THE FILMMAKERS**

Mofilms is an independent media organization that is dedicated to creating solution-oriented documentaries in order to inform the world about important social and environmental issues. We are committed to providing our films free of charge via high-resolution Internet download, through donations to schools and libraries, and by providing DVDs for home use. Our films are current, hard-hitting, & informative and take on topics that are largely ignored by conventional mass media.

Founded in 2003 by filmmakers Martin O'Brien and Robbie Proctor, Mofilms uses digital production and distribution as well as emerging social networking and associated digital grass roots publicity techniques to produce, publicize, and distribute films about important social and environmental issues.

Mofilms is a project of Social and Environmental Entrepreneurs - a 501(c)(3) non-profit organization. We survive on the generous donations of individuals, foundations, and other private/public organizations. All contributions are tax deductible to the full extent permitted by law.

Descriptions adapted from [http://mofilms.org/justicianow/pressroom/pablo\\_press\\_release.pdf](http://mofilms.org/justicianow/pressroom/pablo_press_release.pdf) and [http://mofilms.org/about\\_mofilms.html](http://mofilms.org/about_mofilms.html).



*Ecuador's Oil Legacy: Media Skills, Justice & Preservation*

# Geography and Preservation

By Nicole Means

## CURRICULUM RESOURCE OVERVIEW

**GRADE LEVELS:** 9-12

**SUBJECTS/TOPIC AREAS:** Social Studies and Foreign Language (Spanish)

### OVERVIEW AND PURPOSE

The enclosed curriculum unit was created using “Justicia Now!” a film about one country’s fight against big oil. Ecuador’s major grievance Chevron/Texaco’s refusal to take responsibility for the “environmental genocide” that occurred during their contract with Ecuador. This unit provides background information on the monumental court cast as well as several activities in which students examine the environmental hazards that have impacted the health of Ecuador’s citizens as well as the sustainability of the Amazon Rainforest.

### INTENDED AUDIENCE

This curriculum was designed for ninth grade World Geography classes, but it may be modified for other high school social studies courses. Each activity was designed for one, fifty minute class period unless otherwise stated. This unit should be taught in the context of a broader study on Latin America, human rights, or sustainability.

### OBJECTIVES

1. Evaluate how the Earth is an interdependent system.
2. Analyze the environmental impact of oil production on the world.
3. Reflect upon human rights which everyone is entitled.
4. See beyond themselves and their own perspectives and explain how Chevron’s oil spill in Ecuador and BP’s spill in the Gulf of Mexico impacts all citizens of the world.
5. Analyze reasons why Ecuador’s government entered an unfair and environmentally unsafe business arrangement with Chevron.
6. Investigate the world beyond their immediate environment.
7. Understand that global issues impact local as well.
8. Analyze, communicate, and respond to issues pertaining to global climate change and environmental degradation.
9. Articulate the global significance of the Chevron/Texaco oil degradation in Ecuador as well as the 2010 BP oil spill in the Gulf of Mexico.



*Ecuador’s Oil Legacy: Media Skills, Justice & Preservation*

## ESSENTIAL QUESTIONS

1. What role does the oil trade play in the intensity of global warming?
2. What role do local and national governments play in the preservation and conservation of natural resources?
3. What long-term environmental effects does oil production have on a region and the world?
4. What alternative methods can be used to provide energy?
5. How does oil production impact a nation's GDP?
6. What basic human rights are often neglected in oil production?
7. What actions can indigenous groups take to protect their rights?
8. How do events in one part of the world affect the rest of the world?

## MATERIALS

- PowerPoint presentation of the Amazon Rainforest
- Photos of animals native to the Amazon - The World Wildlife Fund has some photos: <http://www.worldwildlife.org/what/wherewework/amazon/species.html>
- Video clip – The World Wildlife Fund also has good introductory clips: <http://www.worldwildlife.org/what/wherewework/amazon/videospodcasts.html>

## PROCEDURE

1. Students will begin by watching a clip like the one suggested above to introduce the Amazon Rainforest. After watching the clip, students will share their thoughts about the Amazon Rainforest and Amazon River.
2. Obtain a large topical map of South America with countries outlined. Let the students identify the countries of South America. Then allow the students to guess how many countries the river flows through as well as the size of the rainforest and river.
3. Once the students have identified the geography of the rainforest, begin the PowerPoint. The PowerPoint will discuss the history of the Amazon Rainforest and information regarding its inhabitants, plants, and animals.
4. Once students have seen and discussed the information on each slide, allow them to begin to correlate the importance of the rainforest for plant and animal life.

## SUMMARY

Students will learn the geography of the Amazon River and the Amazon Rainforest. Students will also be introduced to another way of life, history, and some of the cultural aspects associated with the rainforest. Through this lesson students will also gain an understanding of the various factors that contribute to the overall importance of the Amazon Rainforest.

## BIBLIOGRAPHY

- Amazon Rainforest PowerPoint presentation: [www.pppst.com](http://www.pppst.com).
- Video, *¡Justicia Now!*: [www.mofilms.org/justicianow/](http://www.mofilms.org/justicianow/).
- Video clip, "An Introduction to the Amazon Rainforest": [www.youtube.com](http://www.youtube.com).



## LOUISIANA CONTENT STANDARDS

- G-1A-H1: Using geographical representations, tools, and technologies to explain, analyze, and solve geographic problems (1, 2, 3, 4).
- G-1A-H2: Organizing geographic information and answering complex questions by formulating mental maps of places and regions (1, 2, 3, 4).
- G-1B-H1: Determining how location and social, cultural, and economics processes affect the features and significance of places (1, 2, 3, 4).
- G-1B-H2: Analyzing the ways in which physical and human characteristics of places and regions have affected historic events (1, 2, 3, 4).
- G-1B-H3: Analyzing the various ways in which physical and human regions are structured and interconnected (1, 2, 3, 4).
- G-1C-H1: Analyzing the ways in which Earth's dynamic and interactive physical processes affect different regions of the world (1, 2, 3, 4).
- G-1C-H2: Determining the economics, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems (1, 2, 3, 4).
- G-1C-H3: Analyzing trends in world population numbers and patterns and predicting their consequences (1, 2, 3, 4).
- G-1C-H5: Describing and evaluating spatial distributions of economics systems and how economic systems affect regions (1, 3).
- G-1C-H6: Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth (1, 2, 3, 4, 5);
- G-1D-H1: Describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment (1, 2, 3, 4, 5).
- G-1D-H2: Examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges (1, 2, 3, 4, 5).
- G-1D-H3: Analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land in regions of the world (1, 2, 3, 4, 5).
- G-1D-H4: Evaluating policies and programs related to the use of natural resources (1, 2, 3, 4, 5).
- G-1D-H5: Developing plans to solve local and regional geographic problems related to contemporary issues (1, 2, 3, 4, 5).

## LOUISIANA GRADE LEVEL EXPECTATIONS (GLEs)

### THE WORLD IN SPATIAL TERMS

1. Identify, explain, and apply the five themes of geography (G-1A-H1)
2. Compare and contrast various types of maps (G-1A-H1)
3. Analyze or interpret a map to located geographic information, using a variety of map elements (G-1A-H1)
4. Use maps drawn from memory to answer geographic questions. (G-1A-H2)

### PLACES AND REGIONS

9. Identify and analyze the distinguishing physical or human characteristics of a given place (e.g. landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1A-H1)
10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities. (G-1B-H1)



11. Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)
14. Explain ways in which regional systems are connected (G-1B-H3)
15. Analyze world regions in terms of given characteristics (natural resources, economic activity, demography, population density) (G-1B-H3)

#### PHYSICAL AND HUMAN SYSTEMS

24. Examine the effects of a physical process on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1).
25. Compare and contrast past and present trends in human migration. (G-1C-H2)
26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration. (G-1C-H2)
27. Analyze patterns of urban development in an area or region. (G-1C-H3)
28. Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions. (G-1C-H3)
29. Analyze the current and future impact of population growth on the world. (G-1C-H3)
30. Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth. (G-1C-H3)
36. Analyze the role of differing viewpoints and national self-interest in disputes over territory and resources. (G-1C-H6)
37. Analyze regional issues and alliances in terms of common interests related to territory and resources. (G-1C-H6)

#### ENVIRONMENT AND SOCIETY

39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems. (G-1D-H2)
40. Analyze or evaluate strategies for dealing with environmental challenges (G-1D-H2)
41. Analyze the relationships between development of natural resources in a region and human settlement patterns or regional variations in land use. (G-1D-H3)
44. Analyze the relationship between a country's standard of living and its locally accessible natural resources. (G-1D-H3)
46. Assess the role of government in preserving natural resources and protecting the physical environment. (G-1D-H4)
47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources. (G-1D-H4)
49. Debate a position on an environmental issue involving conservation or use of natural resources. (G-1D-H5)
50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges. (G-1D-H5)





# ACTIVITY ONE

## Ecological Footprint

**Overview:** In this introductory activity, students will be introduced to key concepts and terms that will be revisited throughout the unit. They will then contemplate how their own ecological footprint as well as that of the whole U.S. impacts other regions of the world.

### Objectives:

- Evaluate how world regions are interconnected.
- Describe what is meant by the terms “sustainability” and “ecological footprint”.
- Analyze the environmental impact of everyday items.
- 

### Activities:

1. **Begin activity by asking students the following:**  
*“Although I am only one person in 7 billion, I still have a responsibility to keep the Earth healthy; what I do makes a difference.”*

Responses should include three reasons that the students strongly agree, agree, are neutral, disagree, or strongly disagree to the statement.

(Students should write down responses in journal. This question will be revisited at the culmination of the unit).

2. **Brainstorming Activity:** Make a list of TEN items that you use daily that are made from oil production. (examples: tires, gasoline, ballpoint pens, asphalt, paint, plastic containers, toys, bubblegum, dishwasher liquids, crayons, heart valves, plastic wrap, pesticides, medicines, deodorants, re-sealable bags and containers, packaging for shampoo containers, water bottles, eyeglasses, cars, heat for houses, flip flops, raincoats, windbreaker, plastic hangers, sneakers etc.) For a more detailed list go to <http://www.pbs.org/independentlens/classroom/ww/petroleum.pdf>
3. After students have had ample time to brainstorm their lists, compile a **group list** on a piece of butcher paper. Hang in a prominent location in the classroom. Alternatively, students can create a class **word cloud** using [www.worditout.com](http://www.worditout.com). (Items that are mentioned more than once will appear larger on the word cloud!)
4. **Word Wall Activity:** With a partner, students will compile a working definition for the following terms: conspicuous consumption, ecological footprint, carrying capacity, sustainability, renewable resource, nonrenewable resource, fossil fuels. (When discussing the concept of an “ecological footprint,” students should consider which countries have the largest ecological footprint as well as consider the potential damage that could be done if every country on earth had the same lifestyle. Why is a larger ecological footprint dangerous?)



After students have had ample time, create a class definition for each term and post the terms and definitions in a prominent location in the classroom. Students will revisit the word wall throughout the duration of the unit as well as add terms to the wall.

5. After students have shared their responses, ask them to **consider** the following:
  - A. List all the resources necessary to create an automobile including the resources used to produce, process, deliver, service, and dispose of it.
  - B. Describe the environmental impacts associated with automobile production.
  - C. Of the resources listed, which are renewable? Non-renewable?
  - D. What are some alternative resources that could be used instead?
  - E. What are some risks of automobile production that have not been considered in this discussion? (labor practices, dangers of production, pollution, road maintenance, demand for more cars throughout the world, etc.)
  - F. What role does trade play in the creation of an automobile? What impact does trade have on the environment?
  
6. **Discuss** with students the following facts:
  - A. The United States is the 3rd most populous country in the world.
  - B. The U.S. comprises less than 5% of the Earth's total population but we consume over 25 percent of the world's total oil and coal reserves.
  - C. The U.S. has a high standard of living which impacts the environment.
  - D. Some of the resources required to support U.S. citizens comes from the within the country, but many other resources are imported which further increases our carbon footprint. Much of our garbage is actually shipped off to other countries further impacting other regions of the world.
  
7. **Journal Reflection:** What is your ecological footprint? Do you think the earth could sustain your personal lifestyle if everyone else on earth lived as you do? Explain. What can you do in your own life to reduce your carbon footprint?

**Assessment:** Student definitions, student responses, teacher observation.

**Extension Activity:**

Students can calculate their ecological footprint using the online calculator at <http://www.myfootprint.org>

Or:

Students can calculate their ecological footprint using the online calculator at <http://www.ecologicalfootprint.org>. Then, they can compare their global footprint to Ecuador's using "Footprint of Nations."



# ACTIVITY TWO

## Sustainability

**Overview:** This lesson can be combined with Activity One, or it can be completed as a separate lesson. Students will further delve into the notion of sustainability and its impact society and the environment.

### Objectives:

- Define sustainability.
- Consider how companies and countries can better make economic decisions while considering sustainability.
- Examine how the unevenness of resources impacts consumption.
- Analyze how consumer demand for a product impacts techniques used for extraction and long term environmental effects.

### Activities:

1. **Journal Activity:** Write one paragraph explaining how consumer demand for a product may have detrimental impacts on the environment. In your explanation, cite three examples.
2. **Review terms on Word Wall:** ecological footprint, sustainability, economic activity.
3. **Read** online article <http://science.howstuffworks.com/oil-refining1.htm>.  
Answer the following questions:
  - A. What are some products that are made from oil?
  - B. Scroll down to the bottom of the page and view the video clip “Why? Tell Me Why: Alaska Oil.” Write a one paragraph summarizing the geological reasons that Alaska has such an abundant oil supply.
  - C. What is meant by the term “crude oil”?
  - D. List five products that derive from crude oil.
  - E. Explain how the process of fractional distillation separates the various components of crude oil.
  - F. List and describe the three methods that can be used to change one fraction of crude oil into another.
  - G. After all fractions have been treated to remove impurities, they are blended together to make various products. List five products that are created from the new mixture.



4. **Read** the online article, “Is the United States Addicted to Oil”

<http://science.howstuffworks.com/us-gas-addiction.htm>

Answer the following questions:

- A. About how many barrels of oil does the United States use daily?
- B. View the video clip, “Tips to Saving Money on Gas.”
  - i. List three tips that the narrator offers to help drivers save money on gasoline.
  - ii. Many new cars are equipped with an oil-life system. How does this system help drivers save money and protect the environment?
- C. Summarize in two-three sentences why Europe has instilled policies that are much more fuel efficient than the U.S.
- D. How did the creation of suburbs impact America’s fuel efficiency policies?
- E. How would adequate public transportation systems help diminish America’s overreliance on gasoline and oil?
- F. What are some other steps Americans are taking to cut back on their fuel consumption?

After students have read the above articles and answered the guided reading questions, they will **brainstorm with a partner** ways in which oil producers can ensure sustainable production. Students will **create a three-columned chart** entitled “Sustainable Solutions.” Headings will include “Environment, Economy, and Society.” Students should include at least THREE solutions underneath each heading.

**Assessments:** guided reading questions, class discussion, teacher observation, student chart



# ACTIVITY THREE

## Introduction to Ecuador and Oil Production

**Overview:** The purpose of this activity is to familiarize students with background information surrounding Ecuador's lawsuit against Texaco/Chevron prior to the viewing of "Justicia Now!"

### Objectives:

- Explain why it is essential to implement sustainable environmental policies.
- Describe how environmental degradation has impacted the Amazon Rainforest. .
- Formulate an opinion regarding Chevron's responsibility in the destruction of Ecuador's environment.
- Explain how the world is interconnected and why we should care about the destruction of animals, insects, and plant life in the Amazon Rainforest.

### Activity:

**Journal Question:** Do you agree or disagree with the following statement:  
"More oil equals more poverty." Explain.

Allow students about 5 minutes to reflect on the journal entry. Using the round-robin technique, students will share their journal entries with the class.

Using a computer or textbook, students will **locate the countries located in the Amazon Rainforest**. Tell students that during this unit of study, they will learn more about how rainforest degradation occurred in Ecuador due to oil excavation.

**Discuss** the concept of "sustainability" and why it is important to preserve the Amazon Rainforest. Describe how environmental degradation impacts all countries in the Amazon Rainforest. Emphasize to students that many of the items we use on a daily basis have materials that originated from the planet in some way and we must consider ways in which to ensure the earth can provide us these items over a long period of time.

**Distribute ECUADOR FACT SHEET.** Review key points of interest and have students highlight the main ideas on the sheet.

### View the film "Justicia Now!"

As students view they will answer the following questions:

1. Explain three chief complaints that Ecuador's indigenous people have against Chevron.
2. Why do you think Chevron ignored safety standards regarding dumping of oil waste regulations? Do you think Chevron would have been so careless if the same situation were going on in the United States? Explain.
3. According to the narrator, Chevron has turned the case around and placed blame on the indigenous people for the recent deaths. List three claims that Chevron has made against the people.
4. List five ways that the oil industry has harmed lives in Ecuador.

*Ecuador's Oil Legacy: Media Skills, Justice & Preservation*



5. How will further devastation occur in Ecuador if government officials allow the oil corporations to drill for reserves in Yasuni National Park.
6. What do you think John Quigley meant when he said that “oil companies are a type of organized crime because they are selling to us a devastating future?” Do you agree or disagree with Quigley’s statement? Explain.
7. In the film “Justicia Now!” John Quigley refers to Chevron’s impact on Ecuador as the “Amazon’s Chernobyl.” Write one paragraph (FIVE SENTENCES) explaining whether or not you agree with this statement. Include three facts to support your viewpoint.

**With a partner, brainstorm** sustainable methods that both Petro-Ecuador and Texaco can implement to preserve the Amazon Rainforest.

**Reflection:**

*“Our struggle is not for money. We want you to repair the damage so our children do not have to continue suffering.”*

-Secoya Leader Humberto Piaguaje

**Assessment:** vocabulary review, film viewing questions, class discussion, teacher observation



# ECUADOR VS. CHEVRON FACT SHEET

- The Amazon rainforest is the largest mass of vegetation in the world. It is located in northern South America and is shared by nine countries: French Guiana, Suriname, Guyana, Venezuela, Colombia, Ecuador, Peru, Brazil, and Bolivia.
- In 1964 oil was discovered in the northern region of Ecuador's Amazon. The consequences of oil production has contributed to deforestation, illegal logging, pollution of water supplies, toxic contamination, and the endangerment of traditional lifestyles and plants and animals that inhabit the region.
- Ecuador has the highest deforestation rate in South America due to oil exploration, slash and burn agricultural techniques, cattle raising, logging, and road building.
- Texaco founded the town of Lago Agrio, named after Texaco's location in Sour Lake, Texas. The company cut roads and pipelines through the rainforest and caused several toxic oil spills in the region. Trees and plants were destroyed without any regard of their medicinal value. When Texaco came to Ecuador they vowed they would excavate oil without causing significant harm to the rainforest.
- Because the oil corporation wanted to cut financial corners, much of the tactics they have used for oil disposal has harmed Ecuador's environment. Many of the oil pits were not properly lined and continue to leak into the water supply. Some of these pits are as large as football fields!
- Many environmentalists refer to Ecuador's Amazonian destruction as the "Rainforest Chernobyl". "Black rain" is the term used to describe rainwater that is unfit to drink because of contamination caused by proximity to burning oil waste pits. Many of Ecuador's indigenous people refer to oil as the "excrement of the devil."
- Because these pits were unlined, contaminants have leaked into much of the drinking supply and surrounding soil. Cancers of all types have affected Ecuador's people regardless of age.
- Additionally, claims have made that Texaco dumped much of the oil back into the ground. Instead of meeting oil waste guidelines, Texaco used this dumping method to save money.
- To cut down on dust, Texaco sprayed roads with oil. When it rains, the oil washes out of the roads and into nearby bodies of water, thus polluting drinking and food supply.



# ECUADOR VS. CHEVRON

## FACT SHEET CONTINUED

### THE TRIAL

- In 1993, 30,000 indigenous Ecuadorians filed a class-action lawsuit, *Aguinda vs. Texaco*, against Texaco's oil production operations. The claim stated that Texaco caused severe ecological destruction and health issues in areas where it drilled for oil. The plaintiffs demanded that justice be served and that Texaco pay for reparations for the environmental and health degradation that has occurred throughout the country as a result of oil exploitation.
- In 2002, the federal court reached the decision that the case would be heard in Ecuador. In October 2003, the trial began in Lago Agrio.
- Court appointed experts assess the damage caused by Texaco to be between \$18-27 billion, almost ten times the amount awarded to plaintiffs after the Exxon Valdez oil spill.
- Chevron, who bought Texaco in 2001, has tried to blame Petroecuador, which took over Texaco's facilities in 1992, for its substandard practices. Under Petroecuador the government spiraled deeper into debt as it used oil revenues to pay off foreign debts.
- The lawsuit focuses solely on the damages that occurred when Texaco had exclusive oil rights in Ecuador. Chevron also claims that Ecuador's government released them from any further cleanup operations, but court appointed experts confirm that Texaco knowingly violated standard oil industry regulations.
- In February 2011, the final verdict stated that Chevron pay \$8.6 billion to fund an environmental remediation and provide health and potable water services to local communities. Chevron promptly appealed, and has also sued in U.S. courts and international tribunals to block enforcement of the ruling. Because Chevron no longer has significant assets in Ecuador, the ruling will have to be enforced abroad.
- The case against Chevron is historic. Never before have indigenous people successfully brought a multinational oil corporation to trial on their homeland and will undoubtedly change the way that foreign corporations do business with indigenous populations throughout the world.
- The verdict against Chevron in Ecuador, for doing business in a way it never would have dared to in the United States, will show the world that extractive industries can and will be held to the same standard of socially responsible conduct anywhere that they conduct business.





# ECUADOR VS. CHEVRON

## FACT SHEET CONTINUED

### STEPS TO IMPROVE ECUADOR'S ENVIRONMENT

- Ecuador's government has taken steps in conserving Ecuador's rainforest by forbidding oil excavation to occur in such as areas as Yasuni National Park, one of the most bio-diverse regions of the Amazon, as well as Ecuador's largest oil reserve. As part of the preservation effort, Ecuador's government is asking for compensation in the form of international compensation. This plan calls for the preservation of local cultures as well as the rainforest, and the reduction of carbon emissions by not burning fossil fuels.
- Many environmentalists are encouraging Ecuador's government to protect the forest without destroying it (i.e. ecotourism, farming, rubber tapping, etc.).
- Repercussions of oil excavation in Ecuador can be seen throughout the world including an increase in global temperatures, extinction of rare plants and animals (that could potentially lead to cures of diseases, medicines, etc.)

### Sources:

"CIA: The World Fact Book: Ecuador" < <https://www.cia.gov/library/publications/the-world-factbook/geos/ec.html> >

Tidwell, Mike. Amazon Stranger. Lyons and Burford Publishing: New York, 1996.  
<http://chevrontoxico.com/about/historic-trial/about-the-trial.html>



# ACTIVITY FOUR

## Aguinda vs. Texaco: Mock Trial

**Overview:** After viewing the film “Justicia Now!” students will place Chevron on trial.

**Objectives:**

- Determine the level of responsibility that foreign oil companies have on the ecological destruction of the Amazon Rainforest.
- Debate a position regarding Chevron’s responsibility in the Aguinda vs. Texaco case.

**Journal Entry:** Which one of the following groups owns the rights to oil:

- A. The landowner whose land is on top of an oil reserve?
- B. The surrounding community?
- C. The federal government of the country where the oil is found?
- D. The foreign oil company that invested millions of dollars to excavate the oil?

**Justify your response.**

**Activity:** Students will need computer access to research their assigned roles. They may also use any notes taken during the viewing of “Justicia Now” to formulate their arguments for the mock trial. (Research portion of this assignment may take 1-2 class periods. See “Works Cited” page at the end of this document for a list of helpful resources).

**A. Attorney for Ecuador**

You must defend 30,000 indigenous people who claim Texaco invaded their land, and contaminated their water and food supply. Cancer rates have skyrocketed in areas located in the Amazon. Your clients want Texaco to admit that they are responsible for the destruction of indigenous cultures in Ecuador. You must convince the judge that Texaco should take responsibility and clean up the mess they have made as well as compensate the people for all the damages.

**B. Attorney for Chevron**

Your role is to prove that all the claims made against Chevron were not the fault of your company; rather, you must prove that all the recent claims of illness and cancer have nothing to do with Chevron but with personal hygiene of the indigenous people, and with practices of its successor, Petroecuador. You must prove that key evidence has been falsified and even omitted from the record. You believe your client has been denied the rights to a fair trial; therefore, you are requesting that the case be dismissed.



**C. Representatives from Chevron**

You work for a very powerful oil conglomerate and you will go to any length to use your power. You must convince the judge and jurors that it is because of your multinational company that tourism has increased in the region thus boosting Ecuador's economy. Additionally, you testify that oil revenues helped reduce unemployment, diminish poverty, and increase spending for health and educational programs in Ecuador. You believe that Ecuadorians twisting the facts because their problems were not erased overnight! Although Chevron does not want any compensation from the plaintiffs, they do want the lawsuit because they assert their reputation and integrity has been harmed through this lawsuit.

**D. Chevron Executive** (select TWO students for this role)

You hold a high position of authority in the multinational conglomerate. You must convince the judge and jurors that your company did not practice illegal dumping practices while in Ecuador. Additionally, you must convince how Ecuador's infrastructure was only made stronger by Texaco's presence. You believe that after your departure, Ecuador spiraled deep into debt because of government mismanagement of oil revenue. Additionally, you testify that Petroecuador is responsible for reckless oil practice because they failed to maintain and update old equipment.

**E. Geologists (soil samples)**

You and your team of scientists have taken thousands of soil samples for the trial. While your samples did show that the soil was tainted, your findings were not consistent. Some samples contained pollutants, while others had little or no trace of contamination. Therefore, you must testify that the scientific data cannot be ignored—there is insufficient evidence showing that Texaco was responsible for Ecuador's environmental and health issues.

**F. Geologist (water samples)**

After taking thousands of samples of the drinking water, you find that much of the water is contaminated by human or animal waste. These findings do not link the issues to Texaco as these contaminants are completely unrelated to oil production. You testify that while these pollutants cannot be blamed for all of Ecuador's health issues, this information does throw a wrench in the plaintiffs' case against Ecuador. The health issues associated with this case are in no way related to Texaco's oil practices.



## **G. Doctor**

You have examined all four witnesses for the plaintiffs. Although they or other family members may have gotten ill, there is no physical evidence that would pinpoint Texaco as the cause. Furthermore, you believe many of the cancer claims made by other plaintiffs are fabricated and that there is no conclusive evidence linking Texaco to Ecuador's health issues. The cancer rates in the region have been exaggerated, and there are no statistics linking the cancer rate to Texaco's practices. Additionally, there is no evidence proving that cancer rates in the region are higher than any other region in Ecuador or in the Amazon, for that matter. You attribute the health issues to a lack of inadequate health facilities, improper water purification methods, and to widespread poverty in the region.

## **H. Financial Expert**

After further investigation, you find that there is no basis for the monetary claims made by the plaintiffs. However, if reparations are necessary, Petroecuador, not Texaco, should be fiscally responsible.

## **I. Indigenous People**

You want justice. You are continually insulted by the oil company as they make claims that the recent illnesses are due to contamination in the water, not by oil refining. Everything that you have lived off of is gone. People have lost farms, livestock, and wild animals and whole villages have disappeared in the region. Chevron has ignored local customs and refuses to take responsibility.

### **a. Miguel**

You are farmer who plants coffee and cocoa and most of your drinking water supply comes from a stream near your house that is polluted with oil. Your middle son, Jose, was born with a hand deformity. When Jose was born the doctors told you that the deformity was caused by oil because you and your wife drank water tainted by oil. Additionally, Texaco sprayed oil on the roads near your house to keep the dust down. You and your family became sick because you walked down those roads barefoot. When you took Jose to the oil company's doctors, they said his hand deformity had nothing to do with exposure to oil but it was a result of birth control medicine your wife took. However, your wife never took this medicine! Other children routinely make fun of your son, and you do not have the money to take him to the hospital to correct the deformity.

### **b. Dolores**

Of your eleven children, two of your sons have been directly impacted by the oil company—Pedro died of three cancerous tumors at the age of 19 and Jorge, who is 15 years old, has leukemia. You do not have enough money to pay for your son's medical needs.



### **c. Rosana**

Your husband died of stomach cancer at the age of 64. Your home is located near a toxic waste pit and there are three oil wells near your home. Many of your animals fell into the open pit and died from the oil sludge. Your community begged the oil company to clean the pits; instead, they covered the pits with dirt. During heavy rains, the waste from the pits overflows into streams, which your family bathed in and drank and ate from. You have had to sell half of your farm and all of your cattle, and your children help with some expenses. However, it is not enough to make ends meet and you fear you will lose the rest of your land.

### **d. Ricardo**

Your fifteen year old, Ros, has severe birth defects. When your wife was pregnant for Rosa she bathed in the nearby river which was used as an oil dumping site for Texaco. Your daughter can barely speak and cries when she is hungry. Raising her has been very hard for you and your wife because she needs constant supervision much like an infant. She is very sick and you know she will die at a young age.

## **J. Petro-Ecuador Representatives**

Texaco handed the oil industry back to you when their contract ran out in 1992. Texaco claims that you are to blame for the environmental degradation that has occurred in Ecuador because your company has a history of environmental neglect. You do admit to cutting financial corners but that was only because your country is deep into debt. However, your company did not knowingly disregard the environment as you were only following the standard set by your predecessor, Chevron/Texaco.

## **K. Human Rights Representatives**

Your main goal is to ensure that all people regardless of race, ethnicity, religion, gender, socioeconomic status, etc. have the same rights. You believe Chevron has undermined Ecuador's indigenous culture, so you will testify that Chevron has violated basic human rights and you want to see justice restored.

## **L. Environmental Representatives**

You believe that Ecuador's indigenous population lived in harmony with nature and the rainforest for centuries, and it is because of Texaco's oil excavation that the country's future is in grave danger. You must convince the judge and jurors that much of Texaco's oil excavation practices were illegal and Texaco must pay reparations to Ecuador. You must convince the judge and jurors that it is vital to protect Ecuador from further environmental "genocide" by raising international awareness and encouraging conservation efforts in the region. Furthermore, you promote economic sustainable development programs to support the livelihood of Ecuador's indigenous population.



**M. Jury**

As each side presents its case, you will need to actively listen and take notes. Once both sides have testified, you will convene and reach an unanimous vote as to whether or not Chevron should have to take responsibility for the Ecuador's environmental degradation.

**N. Judge**

Teacher should play the role of the judge.

**Mock Trial Guidelines:**

- Each attorney will make an opening statement beginning with the plaintiff. This is the attorney's opportunity to provide the jury with background information about the case and inform the jury what he/she intends to prove.
- After opening statements, each attorney may call witnesses. In this mock trial, each witness may be questioned for a maximum of THREE MINUTES.
- After each witness has testified, the opposing attorney may cross-examine the witness for a maximum of two minutes. Only ask questions about information that has been discussed during the trial.
- After all witnesses have testified and been cross examined, each attorney will deliver a closing argument to summarize what witness testimony and include any pertinent information that might further help his/her side of the case.
- After closing arguments, the jurors will leave the room where they can review and discuss the case privately. When they all agree on a verdict, they tell the judge what they have decided.

**Closing Activity:**

Reflect on the following terms: equality, freedom, justice. Then, explain whether or not you think Chevron violated these rights of the Ecuadorian people. Provide specific examples.



# EXTENSION ACTIVITY

## Does Oil Wealth Contribute to Poverty?

**Overview:** In this activity, students will read excerpts of the article “Drilling for Oil” and compare the standard of living in two oil producing countries: Saudi Arabia and Ecuador.

### Objectives:

- **Examine** the impact that oil has on the GDP of two countries: Ecuador and Saudi Arabia.
- **Compare and contrast** the standard of living in Ecuador and Saudi Arabia.
- **Determine** why some countries that have oil, have wealth while other do not.

### Activities:

1. Bellringer: How many members are in your family? How many cars does your family drive? Televisions? Telephones? Bathrooms?
2. After about three minutes, discuss student responses. Ask students to name the types of cars they have. Pay particular attention to the family size in relation to the size of the car. (i.e. three member family driving an Excursion)
3. Explain to students that the wealthier a country, the cheaper the energy, so consumers often increase their energy use without even thinking about it. For example, in the U.S, we depend heavily on oil because gasoline prices remain relatively low. Another example is water usage and how it is readily available in our country because it is relatively cheap; while we may take our water supply for granted, many regions of the world experience water scarcity which could lead to “water wars”
4. Review vocabulary terms from Activity One—conspicuous consumption. How has this way of thinking impacted the oil industry? Then, explain that although the United States is the 3rd largest producer of oil, it does not have enough oil to meet its growing demands. Because of this lack of oil, U.S. has come to rely on other countries, such as Saudi Arabia, for its oil supply.
5. With a partner, students will brainstorm the ways that oil production can positively influence a country’s economy.
6. Go to site: <http://priceofoil.org/thepriceofoil/debt-poverty/>. Click on DRILLING FOR OIL link (This is a PDF file. The file is 52 pages long. Students will only need to read pages 26-30 of article (Ecuador). If students need to print the article, make sure you tell them to print pages 29-32. (pages of article do not correspond with actual pages of the PDF document).



7. As students read the article, answer the following questions:
  - a. The article states that Ecuador “is the most indebted per capita country in all of South America.” What were the main contributing factors that caused Ecuador to spiral into debt?
  - b. The article discusses Ecuador’s ambitious five-year plan that would result due to oil wealth. Explain how Ecuador planned to develop its infrastructure using this five year plan. Why do you think oil wealth in Ecuador never reached its full potential?
  - c. Why do the authors of the article believe that Ecuador’s situation will most likely not improve in the near future?
  
8. Using round robin format, students will share main ideas of the article with the class.
  
9. Then, students will access “CIA-World Factbook” <https://www.cia.gov/library/publications/the-world-factbook/> and scroll down the list of countries. Click on the link to Saudi Arabia. As students read about Saudi Arabia, they will answer the following questions:
  - A. According to the brief, “Drilling for Oil,” the more oil a country produces, the greater its debt. Do you agree with this statement? Use the Saudi Arabia and Ecuador as examples to prove your point of view.
  - B. Saudi Arabia is a non-secular, male dominated society yet is a very oil-rich society. How do you think this impacts the wealth of the average Saudi Arabian citizen?
  - C. You have learned about the environmental devastation that has taken place in Ecuador due to excavation of oil by foreign companies. Based on what you read on the CIA website, what limits has Saudi Arabia’s government placed on foreign oil companies?
  - D. Scroll down the site to read about Saudi Arabia’s major industries. Which industries are reliant upon Saudi Arabia’s oil industry? (see responses from Activity One for clues).
  - E. How does membership in OPEC provide financial security for a country?
  - F. How do you think oil excavation impacts traditional lifestyles? What actions did both Ecuador and Saudi Arabia take to resist the foreign presence in their respective countries? (In their responses, students should address Ecuador’s indigenous culture and their knowledge of the environment, and Saudi Arabia’s strict religious society.)
  - G. Both Ecuador and Saudi Arabia have abundant oil supplies, but both countries have not reaped the same benefits from the oil industry. Prior to the discovery of oil, the majority of Saudi Arabia’s population was illiterate, and now it is a leader of the Middle East. On the contrary, since the discovery of oil, Ecuador has spiraled deeper into debt. What factors do you think caused Saudi Arabia to flourish from the discovery of oil, but Ecuador to become devastated by the same discovery? Explain in detail. (In your response address geographical and cultural factors.)
  
10. Discuss student responses, in particular “F” and “G.” List all the reasons on the board and students should agree or disagree with each reason. Explain to students that Saudi Arabia is a non-secular, male dominated society, whose government has total control of the economy. Ask students how these factors influence the country’s economy.
  
11. Ask students what policies could Ecuador have implemented to promote oil wealth in their country.





# Bringing it Home: British Petroleum Oil 2010 Spill

**Overview:** The final portion of the unit is designed to help students make local connections with a global issue.

## Activities:

- **Brainstorm** ways that the oil industry impacts Louisiana’s economy. Then, discuss sectors of the economy that were impacted by the 2010 Gulf Oil Spill. Discuss potential long-term health and environmental impacts of the BP oil spill.
- **Track the extent of the oil spill** using the interactive map <http://www.nytimes.com/interactive/2010/05/01/us/20100501-oil-spill-tracker.html>. Respond to the following:  
*Who is responsible for the Gulf Oil Spill? (BP, President Obama, All of us for using oil products, the company who made the oil rig, government inspectors and oil rig maintenance, Political leaders who have failed to make policies to reduce U.S. dependence on fossil fuels) (If time permits, this portion could be done as a debate. If not, this portion can be done as a “Take A Stand” activity in which students move to different areas of the room based on their opinion: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree).*
- Read what other countries said about the Gulf Oil Spill.
  - <http://www.thebigproject.co.uk/news/>
  - <http://www.newseum.org/index.html>
  - [http://topics.nytimes.com/top/reference/timestopics/subjects/o/oil\\_spills/gulf\\_of\\_mexico\\_2010/index.html](http://topics.nytimes.com/top/reference/timestopics/subjects/o/oil_spills/gulf_of_mexico_2010/index.html)
  - <http://www.linktv.org/video/5721/bp-spill-merely-tip-of-oilberg>
  - a. What were some viewpoints that shocked you?
  - b. Do you think international media was given to the oil spill in Ecuador?
  - c. How do you think the international community regarded the Gulf Oil Spill? Explain.
  - d. After learning about the oil spill in Ecuador and the Gulf, what restrictions would you recommend be placed on oil excavation?
  - e. Is the information presented in the article consistent with U.S. news media? Explain.
  - f. If you met a student from another country or state that said, “Why do I have to learn about the oil spill? Isn’t it over now?” what would your response be? How would you convince that person that the world is interconnected and what happens in one region does impact the entire world?
- **Create PUBLIC SERVICE ANNOUNCEMENT:** Why should other states, regions, and country care about the Gulf Oil Spill? Utilize personal accounts as to how the spill directly impacts you? How is the oil spill still impacting residents in the Gulf region one year later?



**Closing Discussion:** Reflect on the following terms: equality, freedom, justice. Then, explain whether or not you think Chevron and BP violated these rights of the Ecuadorian and Gulf Coast residents. Provide specific examples. Then, explain why both the Chevron and BP oil spills in Ecuador and the Gulf region, respectively, are global issues.

**Final Reflection:** Students should revisit response to the statement posed at the beginning of the unit: *“Although I am only one person in 7 billion, I still have a responsibility to keep the Earth healthy; what I do makes a difference.”*

Has your response changed? Explain.

(Students should write down responses in journal). Discuss as class.



# BLAB IT OUT ASSIGNMENT: THE BP OIL SPILL

## WHY SHOULD THE WORLD CARE

A public service announcement (PSA) is used to raise public interest regarding issues. The main intent of a PSA is to affect public attitudes into action. The more persuasive a PSA is, the more response will be received. In order to become involved global citizens, we need to develop a greater understanding of the world and important global issues. What do you think are the most pressing global issues?

**TASK:** Blab It Out! Use [www.blabberize.com](http://www.blabberize.com) to create a PSA which persuades other states, regions, and countries to care about the Gulf Oil Crisis. Why should other states, regions, and country care about the Gulf Oil Spill? Utilize personal accounts as to how the spill directly impacts you? How is the oil spill still impacting residents in the Gulf region one year later? You and neighbors at your table will create a TWO minute public service announcement that makes specific suggestions as to how to take action for pressing global issues.

Your “blabs” should include the following information:

- A. Why should other states, regions, and countries care about the Gulf Oil Spill?
- B. How did/does the oil spill directly impact you?
- C. How is the oil spill still impacting residents in the Gulf region one year later?
- D. Describe potential long- and short-term environmental and health impacts of the oil spill.
- E. If you met someone from another state or country who said, “Why do I have to learn about the oil spill? Isn’t it over now?” what would your response be? How would you convince that person that the world is interconnected and what happens in one region does impact the entire world?
- F. What suggestion would you make to help people become more active global citizens?



# BLAB IT OUT ASSIGNMENT: THE BP OIL SPILL

## WHY SHOULD THE WORLD CARE

(continued)

Before you begin your “blab”, record notes on the back of this paper. Do not begin your blab until you know exactly what issues you are going to address. To create your blab, you will have to find a picture that best represents the issue. For example, you could use an image of a tree to discuss deforestation, or an image of a baby to discuss literacy. You will only have TEN minutes to locate your image. Prior to searching for your image, have a clear idea of what you think best represents your issue.

**Before you begin to “Blab It Out!,” you will have to create a user account.**

- A. Email address: Use your user name at gaggle.net. For example meansn1223@gaggle.net
- B. Password: Use your school related password
- C. Click SIGN UP

**To save digital photos:**

- ✓ Go to START
- ✓ Click on MY COMPUTER
- ✓ Click on NETWORK DRIVES. Example: Your Name on wf-fs1/home\$ (H:)
- ✓ Once there click anywhere in the white space.
- ✓ Click on NEW
- ✓ A picture of a FOLDER will appear. Underneath there will be a space so that you can name the folder. Type PHOTOS in the space.
- ✓ Go to a digital image website to find a photograph that best represents your issue. Once you have located the picture, save it to the PHOTOS folder that you have created. (DO NOT SAVE TO THE DESKTOP!!!)

Once you have your picture, you are ready to create your BLAB! Refer to page 2 of the “Blabberize Cheat Sheet!” for directions on creating your public service announcement.



Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

## BLAB IT OUT!

### \_\_\_\_\_ **Cooperative** (5)

- Worked with assigned partners
- Each member of the group had assigned task

### \_\_\_\_\_ **Creativity** (5)

- Picture selected was school appropriate and relevant
- Used appropriate inflections in speech to convince audience to take immediate action

### \_\_\_\_\_ **Content** (10)

- Clearly defined the role of a global citizen
- Listed three critical issues facing our world
- Offered appropriate and relevant suggestions to help make people become more active global citizens

### \_\_\_\_\_ **Issue** (20)

- Explained why selected issue is the most pressing.
- Provided examples of policies and programs that citizens can take to help alleviate the problem
- Provided convincing list of individual actions citizens can take to improve upon the issue

### \_\_\_\_\_ **Feedback to other students** (10)

- Critiqued two other Blabs
- Listed two interesting facts that learned from the presentation
- Provided two examples of how PSA convinced or did not convince audience to take immediate action
- Offered recommendations or suggestions to improvement

**Teacher Comments:**

**Group Grade:**

**Individual Grade:**



Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

As you view the presentations today, please answer the following questions for TWO presentations. A portion of your grade will include student critiques.

## BLAB ONE

Topic: \_\_\_\_\_

1. List two INTERESTING facts that you learned about the global issue.
  - A.
  
  
  
  
  
  
  
  
  
  
  - B.
  
2. Did the PSA convince you of the necessity to take action regarding the global issue? Provide two pieces of evidence. If the presentation did not convince you, provide two reasons why you are still not convinced this issue needs immediate action.
  - A.
  
  
  
  
  
  
  
  
  
  
  - B.
  
3. Offer two suggestions that you would recommend to help this PSA stronger.



Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_

As you view the presentations today, please answer the following questions for TWO presentations. A portion of your grade will include student critiques.

## BLAB TWO

Topic: \_\_\_\_\_

1. List two INTERESTING facts that you learned about the global issue.
  - A.
  
  
  
  
  
  
  
  
  
  
  - B.
  
  
  
  
  
  
  
  
  
  
2. Did the PSA convince you of the necessity to take action regarding the global issue? Provide two pieces of evidence. If the presentation did not convince you, provide two reasons why you are still not convinced this issue needs immediate action.
  - A.
  
  
  
  
  
  
  
  
  
  
  - B.
  
  
  
  
  
  
  
  
  
  
3. Offer two suggestions that you would recommend to help this PSA stronger.



# WORKS CITED

“Amazon Watch.” [www.amazonwatch.org](http://www.amazonwatch.org)

Capisani, Simone. “Aguinda vs. Texaco Inc: Amazon Natives Battle Big Oil.”

<http://www.thinkgreenliveclean.com/2009/09/aguinda-vs-texaco-inc-amazon-natives-battle-big-oil> September 11, 2009.

Chevron. “Court Appointee in Chevron Ecuador Lawsuit Tied to Ecuador State-Owned Oil Company.” <http://www.chevron.com/news/press/release/?id=2010-02-09>. Chevron Corporation: February 2, 2010.

“Chevron Toxic: The Campaign for Justice in Ecuador.” [www.chevrontoxico.com](http://www.chevrontoxico.com)

“CIA: The World Fact Book” < <https://www.cia.gov/library/publications/the-world-factbook/geos.html> > USA Government: Washington, D.C., updated 2007.

Dematteis, Lou and Kayana Szymczak. Crude Reflections: Oil, Ruin, and Resistance in The Amazon Rainforest. City Light Books: San Francisco, 2008.

“Facing the Future” [www.facingthefuture.org](http://www.facingthefuture.org) Facing the Future: Seattle, WA. 2009.

How Stuff Works, Inc. “Is the U.S. Addicted to Oil?”

<http://science.howstuffworks.com/us-gas-addiction.htm> October 2008.

Kretzmann, Stephen and Irfan Noorudin. “Drilling Into Debt: An Investigation Into the Relationship Between Debt and Oil.” [www.priceofoil.org/thepriceofoil/debt-poverty](http://www.priceofoil.org/thepriceofoil/debt-poverty). Oil Change International: 2005.

Maass, Peter. Crude World: The Violent Twilight of Oil. Alfred A. Knopf Publications (Random House): New York, 2009.

Roberts, Paul. The End of Oil. First Mariner Books: New York, 2004.

Texaco in Ecuador. <http://www.texaco.com/sitelets/ecuador/en/>. Chevron USA, Inc. 2004-2009.

Tidwell, Mike. Amazon Stranger. Lyons and Burford Publishing: New York, 1996.

United Nations. <<http://www.un.org/en/index.shtml>> accessed 2010.





Office of the Commission of Human Rights. "United Nations Human Rights." <http://www.ohchr.org>. accessed January 2010.

Universal Declaration of Human Rights. <http://www.un.org/en/documents/udhr/> accessed December 2009.

Yasuni Green Gold. <http://www.yasunigreengold.org>. 2008.



# Breaking News: No More Oil!

By Rachel Carrico

## CURRICULUM RESOURCE OVERVIEW

**GRADE LEVELS:** 7-12

**SUBJECT/TOPIC AREAS:** Language Arts, Communication, Media Literacy, Foreign Language (Spanish), Social Studies, Drama

**TIME FRAME:** Ten to twelve one-hour class periods

### VOCABULARY

Persuasion  
Point of view

### OPTIONAL EXTENSION VOCABULARY

Propaganda  
Parody

### HANDOUTS (INCLUDED WITH CURRICULUM PLAN)

- “See/Think/Wonder”
- Excerpt from The New York Times (Full article, “In Ecuador, Resentment of an Oil Company Oozes” available at [www.nytimes.com/2009/05/15/business/global/15chevron.html?emc=eta1](http://www.nytimes.com/2009/05/15/business/global/15chevron.html?emc=eta1))
- “Persuasive Strategies Definitions”
- “Reporter’s Guide”
- “Two Sides to the Story”
- “Broadcast Format”
- “Final Draft: Broadcast Script”
- 

### MATERIALS AND RESOURCES

- Overhead projector & transparencies
- Projector connected to computer
- Computer with high-speed internet capabilities
- Computer lab for students’ online research
- OPTIONAL: video cameras, video editing software, and DVDs for burning



*Ecuador’s Oil Legacy: Media Skills, Justice & Preservation*

## INTERNET RESOURCES

- “In Ecuador, Resentment of an Oil Company Oozes”, The New York Times. May 14, 2009. Available at <http://www.nytimes.com/2009/05/15/business/global/15chevron.html?emc=eta1>
- Film Stills from ¡Justicia Now! - <http://www.mofilms.org/justicianow/index.html>, “Press Room”
- Crude Reflections, photos by San Francisco Bay Area photographers Lou Dematteis and Kayana Szymczak, who traveled to Ecuador to document the physical and emotional reality of those affected by pollution and their struggle for justice: <http://chevrontoxico.com/news-and-multimedia/2005/0424-crude-reflections.html>
- Video, ¡Justicia Now! (you can stream or download the video at [www.mofilms.org/justicianow/](http://www.mofilms.org/justicianow/))
- 60 Minutes story, “Amazon Crude” (you can stream the segment at <http://chevrontoxico.com/news-and-multimedia/2009/0503-60-minutes-amazon-crude.html>)
- OPTIONAL: Chevron Toxico’s parody, “60 Seconds” (you can stream the segment at <http://chevrontoxico.com/news-and-multimedia/2009/0818-60-seconds.html>)
- Where else in the world is oil drilled, beside Ecuador? Allow students time to research online or in encyclopedias. You may wish to provide the following list of websites:
  - [www.amazonwatch.org](http://www.amazonwatch.org)
  - [www.chevron.com](http://www.chevron.com)
  - [http://www.shell.com/home/content/responsible\\_energy/working\\_around\\_the\\_world/](http://www.shell.com/home/content/responsible_energy/working_around_the_world/)
  - <http://www.elaw.org/node/1217>
  - <http://www.nigeria-oil-gas.com/>
  - <http://www.tankersinternational.com/education.php>



# DAYS 1 & 2

## Introduction: Oil Drilling in Ecuador

### MATERIALS:

- Student Journals
- Handout, “See/Think/Wonder”
- 3-5 photographs, teacher choice (projected or photocopied)

Suggested places to obtain photographs:

- Film Stills from *¡Justicia Now!* - <http://www.mofilms.org/justicianow/index.html> and click on “Press Room”
- *Crude Reflections*, photos by San Francisco Bay Area photographers Lou Dematteis and Kayana Szymczak, who traveled to Ecuador to document the physical and emotional reality of those affected by pollution and their struggle for justice: <http://chevrontoxico.com/news-and-multimedia/2005/0424-crude-reflections.html>
- Handout, Excerpt from *The New York Times* (Full article, “In Ecuador, Resentment of an Oil Company Oozes” [May 14, 2009] available at <http://www.nytimes.com/2009/05/15/business/global/15chevron.html?emc=eta1>)

### Connection to Life

- **Journal Prompt:** *When and how do you and your family rely on oil in your daily lives?*
- **Discuss** and list all uses. Some uses include:
  - Propane gas for grills
  - Gasoline – cars, planes, lawn mowers, 18-wheelers that bring our goods to stores, etc.
  - Detergents
  - Motor oil in cars
  - Wax (paraffin), used in the packaging of frozen foods, among others.
  - Bulk tar for use in tar-and-gravel roofing
  - Synthetic fibers such as polyester and nylon are used in clothes, carpets, ropes, nets, etc.
  - Asphalt
  - Petrochemicals used in vitamins, medicine, and food
  - Plastic bottles, toys, grocery bags, and kitchen utensils
- In 2004, Worldwatch Institute reported the following statistics about oil use in the U.S.: Energy Use in America - Compared with just 10 years ago, Americans are driving larger and less efficient cars and buying bigger homes and more appliances. As a result, U.S. oil use has increased over the decade by nearly 2.7 million barrels a day ... the average American consumes five times more energy than the average global citizen, 10 times more than the average Chinese person, and nearly 20 times more than the average Indian.  
—July 7, 2004, "Global Energy Use Trends", Worldwatch Institute



### See/Think/Wonder with photographs

- Hand out “**See/Think/Wonder**” handout. Model the process with the whole class with one photograph. For the remaining 3-5 photographs, ask students to work independently.

### Discussion in small groups and/or whole class

- Ask students to share “think” statements and “wonder” questions. Use these as discussion starters.

### Newspaper Article

- Hand out the **excerpt** from the 2009 *New York Times* article, “In Ecuador, Resentment of an Oil Company Oozes”. Ask students to read it silently or take turns reading aloud.
- Define any unfamiliar words or phrases, e.g., “military rule”, “plaintiff”, “metamorphosis”, “leach”, “groundwater”.

### Synthesis Discussion

- Explain that the photographs were all taken in Ecuador by journalists, photographers, or film makers who want to expose the struggle between Ecuadorians and Chevron/Texaco.
- Ask students how they reacted to the article. Based on their “think” statements and “wonder” questions, did they accurately interpret what was happening in the photographs? Did the information in the article come as a surprise, or did it match their predictions?
- Define “persuasion”.
- Look at handout, “**Persuasive Strategies Definitions**”. Explain each strategy for persuasive writing, speaking, or film making, give examples, and answer questions.
- OPTIONAL EXTENSION: Distinguish “persuasion” from “propaganda”.
- Based on the subjects of the photos, ask students if the photographers are neutral on the subject of Chevron/Texaco drilling oil in Ecuador. If the photographers are not neutral, do they side with the Ecuadorians or with Chevron/Texaco. How do we know? If a photographer sided with Chevron/Texaco, what kinds of things might be the subjects of her photographs?



## DAYS 3 & 4

### ***¡Justicia Now! Film & Activites***

#### MATERIALS

- Student Journals
- Another student copy and overhead transparency of handout, “Persuasive Strategies Definitions”
- Video, *¡Justicia Now!* (you can stream or download the video at <http://www.mofilms.org/justicianow/>)

#### Connection to Previous Learning

- **Journal Prompt:** *Write a paragraph on what you remember about the struggle between Ecuadorians and Chevron/Texaco.*
- Discuss /review.
- Review discussion of persuasion.
- Explain that the film students will see is intended to be persuasive and has a very specific **point of view**. Define “point of view”.

#### View Video, *¡Justicia Now!* (28 minutes)

- Hand out another copy of “**Persuasive Strategies Definitions**”. While watching the film, ask students to make note of at least three strategies used in the film. (Pause film occasionally, if necessary, to allow time for writing.)

#### Post-Film Discussion

- How did this film make you feel?
- What are your own opinions on the situation?
- How do you think the filmmakers wanted its viewers to feel?
- What do you think the filmmakers wanted to happen as a result of making the film?
- Share persuasive strategies used in the film. Make a master list on an overhead transparency copy of Persuasive Strategies Definitions.



# DAYS 5 & 6

## Newscast

### MATERIALS

- Student Journals
- Handout, “Reporter’s Guide”
- Handout, “Two Sides to the Story”
- *60 Minutes* story, “Amazon Crude” (you can stream the segment at <http://chevrontoxico.com/news-and-multimedia/2009/0503-60-minutes-amazon-crude.html>)
- **OPTIONAL:** Chevron Toxicó’s parody, “60 Seconds” (you can stream the segment at <http://chevrontoxico.com/news-and-multimedia/2009/0818-60-seconds.html>)

### Connection to Previous Learning

- Journal Prompt: Where do you see persuasive writing, film, and photographs in your everyday life?
- Share and discuss. Add examples if necessary, such as advertising (Internet, TV, magazines, billboards), political speeches, posters outside of stores, and brand name logos. Discuss the persuasive strategies used in the students’ examples of persuasion.

### News Reporting vs. Persuasion

- Another form of media all around us is the news media, in the form of newspapers, TV broadcasts, and Internet sites. Are news reports intended to be persuasive?
- News media is not supposed to try and persuade its viewers or readers to think a certain way. While persuasive pieces are based on the writer’s opinion, news reports are based on fact and should not include the reporter’s opinion.
- Look at handout, “**Reporter’s Guide**.” Ask students to imagine they are reporters that have been asked to write a newspaper article on the case between *Los Afectados* and Chevron/Texaco. Fill out the “Who”, “What”, “Where”, “When” and “Why” sections for this story, based on what they know from the film, *¡Justicia Now!*.
- Share and discuss. Notice how the entries in the “Why” section can be the same as persuasive strategies. If a reporter only interviews people on one side of the story, the report will not be fair and balanced. Not only is the reporter prohibited from voicing his/her opinion in a report, but the reporter must also gather facts and perspectives that support all sides of the story and present everyone’s view equally. Who would you interview to get a fair and balanced story on this case?



**Watch 60 Minutes segment, “Amazon Crude” (13:41)**

- Fill in the handout, “**Two Sides of the Story**”, while watching. Look for examples of the reporter trying to present a fair and balanced report. Note examples of the reporter reporting facts that support the argument of *Los Afectados* and that of Chevron/Texaco. List at least three examples in EACH column on the handout. (Pause the video occasionally, if necessary, to allow time for writing in the handout.)
- Share and discuss.
- Further discussion: Was this news report fair and balanced? Why or why not?

**Optional: Watch ChevronToxico’s parody, “60 Seconds” (1:47)** for another example of persuasive media. This may also be a way to introduce parody if desired.





## DAYS 7 & 8

### Your Own Newscast: “No More Oil!”

#### MATERIALS

- Student Journals
- Film, *¡Justicia Now!*
- *60 Minutes* segment, “Amazon Crude”
- Handout, “Broadcast Format”

#### Connection to Previous Learning

- Re-watch the end of *¡Justicia Now!*, which discusses Ecuador’s proposal to leave their remaining oil in the ground.
- Journal prompt: What would happen if all countries with crude oil followed Ecuador and decided to prohibit future drilling? What would our world look like in 50 years?
- Share and discuss. Recall the daily uses for oil listed on the Day 1 of the unit.
- Where else in the world is oil drilled besides Ecuador? Allow students time to research online or in encyclopedias. You may wish to provide the following list of websites.
  - [www.amazonwatch.org](http://www.amazonwatch.org)
  - [www.chevron.com](http://www.chevron.com)
  - [http://www.shell.com/home/content/responsible\\_energy/working\\_around\\_the\\_world/](http://www.shell.com/home/content/responsible_energy/working_around_the_world/)
  - <http://www.elaw.org/node/1217>
  - <http://www.nigeria-oil-gas.com/>
  - <http://www.tankersinternational.com/education.php>

#### Introduce the project: Create Your Own Newscast

- Tell students to imagine they are living sometime in the future – either tomorrow or 200 years from now – and that suddenly there is no more oil to be drilled. They can invent the reason(s) why. Perhaps all oil-producing countries like Ecuador prohibited future drilling. Perhaps we drilled all the oil from the earth and there is no more. Perhaps it mysteriously evaporated overnight. No matter how it happened, someone—a company, a country, or a person—is being blamed for it. Perhaps the accused is being sued.
- Brainstorm possible scenarios as a class.
- Tell students that, in groups, they will create a newscast like *60 Minutes* that reports on this phenomenon and the dispute about who is to blame.
- Explain that one group member will act as the reporter; the others will play people interviewed by the reporter.
- Divide students into groups of 4-5 students each; allow 10 minutes to brainstorm ideas for their story and roles they might play.



## Format of a broadcast

- Look at handout, “**Broadcast Format**”.
- Watch *60 Minutes* again, this time pausing to identify the parts of the broadcast as listed on the handout.
- Give students time in groups to refine their story ideas by filling out a rough draft of the “Broadcast Format” handout for their own story.



## DAYS 9-12

# Create and Perform Broadcast

### MATERIALS

- Students' rough drafts of "Broadcast Format"
- Clean copies of "Broadcast Format"
- Lined paper for writing broadcast script
- Handout, "Final Draft: Broadcast Script"
- Costume pieces
- Props (microphone, stool, any props needed by interviewed characters)
- Poster board, markers, colored pencils or poster paints
- **OPTIONAL:** video recording equipment

Students work in groups to create their broadcast, using the handout, "**Final Draft: Broadcast Script**". They must decide who will act as the reporter and who will play the parts of the interviewees. One student can play several interviewees with costume changes. If desired, one student can serve as the director and not perform the broadcast.

Teachers may wish to suggest that students' chosen locations must be one of the places where oil is drilled, as learned during their research. Spanish teachers may wish to limit location options to oil-producing countries in Latin America and require that the actors playing interviewees give their interviews in Spanish.

Students may either perform their broadcast live, using their drawings on poster board, or even projected images, to signal their various chosen locations. If your school has access to a video camera and video editing software, then students may video tape their broadcasts, traveling to various locations around the school – or even home and community – to film on location segments.



# “In Ecuador, Resentment of an Oil Company Oozes”

By SIMON ROMERO and CLIFFORD KRAUSS  
Published: May 14, 2009 , *The New York Times*

SHUSHUFINDI, Ecuador

Texaco laid down stakes here [in a remote region of northern Ecuador, in the Amazon rain forest] in the 1960s, and began producing oil in the early 1970s when Ecuador was still under military rule. Before the oil began to flow, the region was inhabited by forest tribes, including the Cofán and the Siona-Secoya.

Political tension permeated Texaco’s presence in Ecuador much of the time it operated here in a partnership with the government, and by the time it was prepared to leave, in the early 1990s, a cleanup of its operations was needed.

So Texaco reached a \$40 million agreement with Ecuador to clean a portion of the well sites and waste pits in its concession area, absolving it of future liability. But that cleanup, carried out in the 1990s, was far from the bookend Texaco hoped to achieve.

Instead, villagers in Ecuador became convinced they were getting sick from the pollution left behind. They filed suit in 1993 in the United States, and later claimed that their grievances were not covered by Texaco’s settlement agreement.

As the case snaked its way through American courts, Ecuador seemed to fall to pieces, going through 10 presidents in a decade by 2006. The American lawsuit was eventually thrown out, on grounds the case should not be tried in the United States, and the plaintiffs reformulated it and filed it here.

Today, Chevron has absorbed Texaco, and Ecuador has gone through a metamorphosis under the leftist President Rafael Correa. He has repeatedly sided with the plaintiffs, calling Chevron’s Ecuadorean past “a crime against humanity.”

Such sentiment holds strong appeal to those who claim that people here, like Ms. Ruíz’s 16-year-old son [who died of leukemia], are dying from the pollution that Texaco spawned. Citing scientific studies, the plaintiffs claim that toxic chemicals from Texaco’s waste pits, including benzene, which is known to induce leukemia, have leached for decades into soil, groundwater and streams. A report last year by Richard Cabrera, a geologist and court-appointed expert, estimated that 1,400 people in this jungle region — perhaps more — had died of cancer because of oil contamination.

Chevron rejected the claims, contending that Mr. Cabrera had no medical evidence to back up his conclusion.



## PERSUASIVE STRATEGY DEFINITIONS

Definition	Example
<b>Claim</b> – your main point	
<b>Big Names</b> – experts and important people that support your side of the argument	
<b>Logos</b> – using logic, numbers, facts, and data to support your argument	
<b>Pathos</b> – appealing to your audience’s emotions	
<b>Ethos</b> – making yourself seem trustworthy and believable	
<b>Kairos</b> - building a sense of urgency for your cause	
<b>Research</b> – using studies and information to make your argument seem more convincing; you can use words, graphs, tables, illustrations	



# REPORTER'S GUIDE

\_\_\_\_\_ Reporting  
(Student's Name)

Who?

---

---

---

What?

---

---

---

Where?

---

---

---

When?

---

---

---

Why?

---

---

---

Anything else?

---

---

---



## TWO SIDES TO EVERY STORY

While watching the 60 Minutes segment, "Amazon Crude", note examples of the reporter reporting facts that support the argument of Los Afectados and that of Chevron Texaco. List at least **three examples** in EACH column.

Los Afectados

Chevron-Texaco



## NEWS BROADCAST FORMAT

### A. In the Newsroom:

The main reporter, sitting in newsroom, introduces the story. In 3-4 sentences s/he tells the viewer “Who”, “What”, “Where”, “When”, and “Why”.

### B. On Location:

These segments of the story are filmed in the places where the story is unfolding; people’s homes, gas stations, grocery stores, highways, and oil refineries may all be location sites for your news broadcast.

1. History – reporter and people interviewed give a history of events that caused the current situation. (Again, just the facts!)
2. The Problem – what is the argument, dispute, or problem that you are reporting on?
3. Interviews
  - a. Interview people involved, experts, or people in positions of power (such as government officials, judges, or CEOs of companies) that support the accusers.
  - b. Interview people involved, experts or people in positions of power (such as government officials, judges, or CEOs of companies) that support the accused.

### C. On Location OR in the Newsroom:

4. Final Image and Comment – Sum up the story; tell the viewers what might happen next; OR end with a powerful image or interview that will stay in the viewers’ minds.





## FINAL DRAFT: NEWSCAST SCRIPT

Your TV Network:  
Title of your Show:  
Title of Your Story:

Reporter:  
Director:  
Actors (play the interviewees):

### A. In the Newsroom:

The main reporter, sitting in newsroom, introduces the story. In 3-4 sentences s/he tells the viewer “Who”, “What”, “Where”, “When” and “Why”.

Reporter’s Introduction Script:

### B. On Location

Where does your reporter go on location?



These segments of the story are filmed in the places where the story is unfolding; people’s homes, gas stations, grocery stores, highways, and oil refineries may all be location sites for your news broadcast.

1. History – reporter and people interviewed give a history of events that caused the current situation. (Again, just the facts!)

Reporter’s History Script:

Is anyone interviewed as part of the “History” segment?      Y      N  
If yes, who? \_\_\_\_\_

Interviewees’ Script:

2. The Problem – what is the argument, dispute, or problem that you are reporting on?

Reporter’s Problem Script:

Is anyone interviewed as part of the “Problem” segment?      Y      N  
If yes, who? \_\_\_\_\_

Interviewees’ Script:



3. Interviews

- a. Interview people involved, experts, or people in positions of power (such as government officials, judges, or CEOs of companies) that support the accusers.

Who is interviewed to support the accusers' side of the story?

Characters Actors

- b. Interview people involved, experts, or people in positions of power (such as government officials, judges, or CEOs of companies) that support the accused.

Who is interviewed to support the accused group's side of the story?

Characters Actors

- c. On Location OR in the Newsroom:

- 4. Final Image and Comment – Sum up the story; tell the viewers what might happen next; OR end with a powerful image or interview that will stay in the viewers' minds.

Where will your final Image/Comment take place (circle one)?

On Location: \_\_\_\_\_ In the Newsroom

Reporter's Final Comment Script:



**SEE / THINK / WONDER [1]**

**SEE**

What do you SEE? List things you can point to.

I see...

**THINK**

What do you think is going on in the picture?

I think...

**WONDER**

What do you wonder about the picture?

I wonder...

Picture #1: I see...

Picture #1: I think...

Picture #1: I wonder...



**SEE / THINK / WONDER [2]**

**SEE**

What do you SEE? List things you can point to.

**THINK**

What do you think is going on in the picture?

**WONDER**

What do you wonder about the picture?

Picture #2: I see...

Picture #2: I think...

Picture #2: I wonder...

Picture #3: I see...

Picture #3: I think...

Picture #3: I wonder...



**SEE / THINK / WONDER [3]**

**SEE**

What do you SEE? List things you can point to.

**THINK**

What do you think is going on in the picture?

**WONDER**

What do you wonder about the picture?

Picture #4: I see...

Picture #4: I think...

Picture #4: I wonder...

Picture #5: I see...

Picture #5: I think...

Picture #5: I wonder...

