



**ROBERT F.
KENNEDY
HUMAN
RIGHTS**

WATER FOR LIFE

HUMAN RIGHTS AND THE ENVIRONMENT

WATER

The documentary *Water For Life* tells the story of three extraordinary individuals: Berta Cáceres, a leader of the Lenca people in Honduras; Francisco Pineda, a subsistence farmer in El Salvador; and Alberto Curamil, an Indigenous Mapuche leader in Chile, all of whom refused to let government supported industry and transnational corporations take their water and redirect it to mining, hydroelectric projects or large scale agriculture. Despite reassurances from their government, corporations, and the authorities, they knew what lay ahead: water scarcity, contamination, environmental devastation, and the destruction of their communities.

It is a story of courage and determination, betrayal and corruption, death threats and murder, and of unexpected victories on their land and in the court system. In our activists' struggles we see that the disruption of poor, rural communities has deep roots in Latin America and how it intertwines with the current refugee crisis at our own border.

Goal 6 of the UN Sustainable Development Goals seeks to “Ensure availability and sustainable management of water and sanitation for all” by 2030. Yet, the generalized aims outlined by this goal do not take into consideration how colonialism has systematically dispossessed Indigenous people of their land and natural resources. To ensure access to water for all, the UN must acknowledge colonial violence and its repercussions on Indigenous populations.

Through stories of three human rights defenders, this series of lesson plans offers the gateway to understanding the crisis of sustainability and posits how economic development can grow in harmony with environmental protections. Most important to consider is the rights of the Indigenous people and a call to the rising demand for corporate responsibility and environmental justice across the globe.

OVERARCHING ANTICIPATORY SET

Provide a copy of the UDHR articles and assign 1 right to each student to describe in their own words what that human right means with an example for the class. Ask the class as a unit to select which human rights protect water & the environment.

Discuss:

- What role does water play in your life? What impact can climate change have on our water supply?
- Ask students to consider why water is such a vital resource and how its scarcity can impact communities and ecosystems.
- What rights do indigenous people have to their resources?
- What do you know about resource extraction in Chile and Central America?

Provide a world map and ask students to find the country and continent of where Chile, El Salvador, & Honduras are located. Ask students to list 2-3 neighboring countries.

Have students watch the *Water for Life* documentary:

- Using the UDHR chart ask students to circle any human rights violations they witnessed from the film.
- Throughout the film, pause at strategic points to check for understanding, clarify any misconceptions, and encourage students to think critically about the issues presented.
- After the film, facilitate a reflective discussion about students' reactions, insights, and questions.
- Discuss and collectively determine what the broad social problems are.

Lastly, divide students into 3 groups & assign a *Water for Life* story to each group. Select a coordinator for each group for note keeping and idea logging. Proceed to individual lesson plans.

TIPS FOR EDUCATORS

The 3 lesson plan units ahead can be used singularly or as a combination of units in conjunction with the overarching anticipatory set, depending on your student body and time.

What is most important is to create a safe environment for open dialogue, connect lesson plans to current issues, action & advocacy, present material that is relatable, and to encourage evidence-based learning. after all, you are inspiring the next generation of human rights defenders!

LESSON 1 - CHILE'S INDIGENOUS MAPUCHE

The Mapuche are the largest Indigenous group in Chile, comprising about 84 per cent of the total indigenous population or about 1.3 million people. Mapuche people have a deep spiritual connection to the Earth and all living things, particularly water; however, that connection has been lost by many, due to different processes of internal colonization that occurred after 1818, when Chile got its independence from Spain. Today, The Mapuche people of Chile is a population that faces extreme levels of water theft. For these groups and others, water theft is directly linked to settler-colonialism and neoliberal policies. One of the legacies of Chile's 30-year dictatorship under Augusto Pinochet was the privatization of Chile's water resources. The country's national water code, adopted in 1981, eliminated water as a common good for the people and handed ownership of this resource to the highest bidders. Chile is the only country as of 2024 to trade water rights on the stock exchange.

Between 2010 and 2015, at the height of a megadrought, Chile's minister of energy announced a massive energy plan that included 40 large hydroelectric projects on Araucanía's rivers. As part of that plan, the government and two private energy companies planned to build, without consulting Mapuche communities, two multi-million-dollar hydro projects on the Cautín River, in the heart of Mapuche territory. These projects, known respectively as the Alto Cautín and the Doña Alicia, could divert over 500 million gallons of water per day from the Cautín River for power generation. Reducing the amount of water flowing in rivers greatly increases the amount of sediment in the water, harming fish and other wildlife, destroying the natural flow of water, and eroding the sensitive riparian ecosystems along the edge of the sacred Cautín River. The Mapuche have responded with anti-colonial resistance to counter land and water theft.

Alberto Curamil, a Chilean Indigenous Mapuche Chief, successfully stops two hydroelectric projects planned by a Spanish multinational corporation on his sacred Rio Cautín. As retribution, the Chilean government frames him for an armed robbery, without evidence, based only on an anonymous phone call, and prosecutors are seeking a 48-year sentence for Alberto. After 15 months in prison Alberto is acquitted of all charges but he continues to face retribution from the government.

LESSON 1: DETAILS

Time Requirement: Film + 2 full class periods

UDHR: You have the right...

- **#3:** to live freely and safely
- **#5:** to be free from torture or cruel, inhuman, or degrading treatment
- **#6:** to be legally protected in the same way as everyone else
- **#7:** to be treated fairly under the law
- **#8:** to seek legal help if your rights are not respected
- **#9:** to be free from arbitrary detention and exile
- **#10:** to a fair and public trial if you are accused of a crime
- **#11:** to be presumed innocent until proven guilty if charged with a crime
- **#19:** to think and say what you like and to share information with other people
- **#20:** to participate in and organize peaceful protests and meetings
- **#25:** to an adequate standard of living, including food, housing, and medical care
- **#28:** to live in the kind of society where your rights are respected
- **#29:** to be supported by your community and a duty to do the same for others
- **#30:** nothing in the UDHR implies that any person, group, or the State can take away your human rights

Sustainable Development Goals:

- **#1:** No poverty
- **#3:** Good health
- **#6:** Clean water and sanitation
- **#11:** Sustainable cities and communities
- **#12:** Responsible consumption
- **#13:** Protect the planet
- **#15:** Life on land
- **#17:** Partnerships for the goals

Materials Needed:

- Laptop and access to film and resources
- Copies of UDHR
- Access to Removal Act 1830, UNDRIP 2007
- Access to <https://sdgs.un.org/goals>
- World Map <https://www.mapsofworld.com>

LESSON 1: DETAILS

Guiding questions:

- What is the difference between Human Rights and Natural Rights?
- How is water access related to human rights?
- How was the Chilean government able to take the water rights from the Mapuche community?
- What rights do governments have an obligation to protect?
- What is activism? What human rights efforts can you get involved in within your community??
- What influence does the UN have over the Chilean government?
- What does the International Labor Organization do? What is ILO Convention No. 169?

Concepts:

- Indigenous rights
- Territory
- Human rights
- Environmental rights
- Community Consent
- Protest
- Justice
- Activism
- Due Process
- Illegal acquisition

Objectives:

- Demonstrate knowledge of UDHR articles that apply to this segment.
- Create awareness of the need to protect indigenous water/ land rights.
- Educate students about human rights abuses from political/government entities.
- Discuss the impact of dictatorship forms of government using Chile as an example.
- Bring awareness to the entities that can assist in promoting social justice & human rights internationally.
- Current affairs update on the water crisis, state of the Cautín River, and Mapuche people.

Vocabulary:

- Indigenous territory
- Environmental impact
- Retribution
- Freedom fighters

ACTIVITY 1: STUDENT PRESENTATION

Assign students into 2 groups:

Group 1:

Research the details of the Indian Treaties and the Removal Act of 1830 used by the U.S. Government to displace Native Americans from their tribal land.

- What did the treaties and removal act do?
- How did they affect Native Americans?
- What Human Rights violations existed?
- Provide a comparison brief of the Treaties and Removal Act of the U.S government to that of the Chilean governments' treatment of the Indigenous Mapuche peoples. What are the similarities? What are the differences?

Group 2:

Research the United Nations Declaration on the Rights of Indigenous Peoples Act of 2007.

- How has the US government provided retribution for those actions?
- How has the Canadian government provided retribution for those actions?
- What indigenous populations have been most successful in receiving retribution for unfair government action?

ACTIVITY 2: UN Sustainable Development Goals Student Presentation

Assign students into 2 groups:

Group 1:

- Select 2 Sustainable Development Goals out of Sustainable Development Goals SDG 3, 6, 11, 13, and 15 that would be most useful for the Mapuche community in dealing with their water crisis. How does the group think this could be achieved?

Group 2:

- Considering the Mapuche have faced historical and ongoing challenges in protecting their land rights, cultural rights, and political representation, what are some actions that the Mapuche community and its supporters can take to advocate to protect their rights?

How to Become a Defender

- Educate yourself about indigenous cultures.
- Support Mapuche Organizations through volunteering and donations.
- Engage with International organizations like the Water Project to help bring resources and attention to the Mapuche people.
- Educate yourself about the work being done to condemn human rights abuses.
- Increase visibility of the crisis - spread the word on social media.
- Read about the Truth and Reconciliation Canadian calls to action.

A Human Rights Defender Highlight

Elisa Loncon Antileo :

In 2021, Loncon was awarded the René Cassin Human Rights Award from the Basque Government to recognize her substantial contributions to the defense of human rights and was named one of *Time Magazine's* 100 Most Influential People and one of *Financial Times's* 25 most influential women

LESSON 2 - EL SALVADOR

El Salvador is Central America's most densely populated nation and water is crucial to its more than 6 million people. More than 1.6 million El Salvadorians have no access to clean water at home. With 90% of surface water unsafe for drinking, some are forced to make trips to communal water sources up to 20 times a day. El Salvador's extraordinarily high water pollution levels can be attributed to industrial and agricultural runoff as well as poor state infrastructure that often leaves water untreated. Diminishing supplies and high-water pollution levels have plunged El Salvador into a deep crisis over water access.

The Pacific Rim Mining Corporation is a multinational mining company headquartered in Reno, Nevada that acquired the Cabanas mining property (later known as the El Dorado mining project) through a merger in 2002 which became Pacific Rim's largest project. Initially, Pacific Rim demonstrated to the community of San Isidro its commitment to social and environmental responsibility by providing funding for community development projects such as schools and healthcare aimed at improving quality of life for the residents. Pacific Rim highlighted the potential economic benefits of the mining project such as job creation and income stability and claimed that the mining would be environmentally responsible. The company also claimed that dewatering activities in the mine would produce substantial amounts of water for the community through the collection of rainwater runoff.

Growing concern over the environmental consequences for the region's forests and the Rio Lempa was largely ignored by the government. Local activists campaigned for the project to be discontinued over human rights issues, and concerns of pollution arising from the extraction of gold and silver. On June 16, 2009, FMLN (Farabundo Martí National Liberation Front) lawmakers demanded a permanent ban on gold and silver mining in El Salvador, and required companies involved in mining had 180 days to abort operations and withdraw from the country.

LESSON 2 - EL SALVADOR

Growing concern over the environmental consequences for the region's forests and the Rio Lempa was largely ignored by the government. Local activists campaigned for the project to be discontinued over human rights issues, and concerns of pollution arising from the extraction of gold and silver. On June 16, 2009, FMLN (Farabundo Martí National Liberation Front) lawmakers demanded a permanent ban on gold and silver mining in El Salvador, and required companies involved in mining had 180 days to abort operations and withdraw from the country.

Francisco Pineda is a farmer and an environmental activist with a degree in sustainable agriculture. He is the founder and president of the Environmental Committee of Cabañas, a community volunteer association that consider themselves environmental educators. Pineda and his colleagues visited communities facing similar struggles against mining operations in Honduras, where they saw the effects of chemical poisoning on people and their water supply and became aware of the potential violence they would face in their fight against Pacific Rim. Pineda and his colleagues returned to El Salvador and immediately began educating the people of Cabañas by going door-to-door and organizing community meetings. By 2011, the movement grew to include 26 communities and more than 450 members. Pineda helped establish the National Anti-Mining Board and with his coalition organized a series of local and national demonstrations to bring more attention to the issue.

Pineda's leadership and influence within the community succeeded in creating a forceful public outcry to sway the government, despite the financial incentives and development funds offered by Pacific Rim. Currently the Salvadoran government has not granted Pacific Rim the necessary extraction permits to move forward with its project, and the company has stopped its exploration activities in the area.

LESSON 2: DETAILS

Time Requirement: Film + 2 full class periods

UDHR: You have the right...

- **#3:** to live freely and safely
- **#5:** to be free from torture or cruel, inhuman, or degrading treatment
- **#6:** to be legally protected in the same way as everyone else
- **#7:** to be treated fairly under the law
- **#8:** to seek legal help if your rights are not respected
- **#9:** to be free from arbitrary detention and exile
- **#10:** to a fair and public trial if you are accused of a crime
- **#11:** to be presumed innocent until proven guilty if charged with a crime
- **#19:** to think and say what you like and to share information with other people
- **#20:** to participate in and organize peaceful protests and meetings
- **#25:** to an adequate standard of living, including food, housing, and medical care
- **#28:** to live in the kind of society where your rights are respected
- **#29:** to be supported by your community and a duty to do the same for others
- **#30:** nothing in the UDHR implies that any person, group, or the State can take away your human rights

Sustainable Development Goals:

- **#1:** No poverty
- **#3:** Good health
- **#6:** Clean water and sanitation
- **#11:** Sustainable cities and communities
- **#12:** Responsible consumption
- **#13:** Protect the planet
- **#15:** Life on land
- **#17:** Partnerships for the goals

Materials Needed:

- Laptop and access to film and resources
- Copies of UDHR
- Access to Google Earth if requiring digital mapping or large printed maps of relevant regions for paper mapping.
- Access to <https://sdgs.un.org/goals>
- World Map <https://www.mapsofworld.com>

Additional Resources:

- Above All Else – The story of David Daniel & the Keystone XL Pipeline <https://www.imdb.com/title/tt3342736/>

LESSON 2: DETAILS

Guiding questions:

- What is the difference between Human Rights and Natural Rights?
- How is water access related to human rights?
- Why did the president grant the initial exploration permit to Pacific Rim?
- What is activism? What human rights efforts can you get involved in within your community??
- What rights do governments have an obligation to protect?
- What is CAFTA and how is it connected to the Pacific Rim Mining Corp.
- What does the International Labor Organization do? What is ILO Convention No. 169?

Concepts:

- Indigenous rights
- Territory
- Human rights
- Environmental rights
- Community Consent
- Protest
- Justice
- Corporate Social Responsibility
- Activism

Objectives:

- Demonstrate knowledge of UDHR articles that apply to this segment.
- Create awareness of the need to protect indigenous water/land rights.
- Bring attention to the legislation that banned all metallic mining, making El Salvador the first nation in the world to do so.
- Educate students about human rights abuses from political/government entities.
- Discuss the impact of government decisions on the Salvadorian people.
- Bring awareness to the entities that can assist in promoting social justice & human rights internationally.
- Current affairs update on the water crisis, status of mining exploitation, and the Salvadorian people.

Vocabulary:

- Indigenous territory
- Environmental impact
- Sustainable Development
- CAFTA

ACTIVITY 1: PACIFIC RIM STUDENT DEBATE

Assign students into 2 groups:

Group 1 – Mining Activists

Group 2 – Environmental Activists – Anti Mining

Explore the complex issues surrounding mining and environmental conservation. Provide both groups with access to online resources to research the Pacific Rim mining project.

Each group will investigate the 5 categories below from their stakeholder position and present their findings through constructive dialogue:

- Environmental Impact vs. Economic Benefits
- Resource Conservation vs. Resource Exploitation
- Community Rights vs. Corporate Interests
- Climate Change Mitigation vs. Fossil Fuel Extraction
- Regulatory Frameworks and Enforcement

ACTIVITY 2: KEYSTONE PIPELINE STUDENT MAPPING PRESENTATION

Brief introduction to the Keystone Pipeline, including its purpose, who operates it, and its significance to this lesson.

Explain the objectives of the mapping project - emphasizing understanding the pipeline's route, the geographic areas it passes through, and its potential impacts on those areas. Ensure each group has access to the internet for research.

Divide the class into 4 groups, each taking a phase of the pipeline system including the 4th proposed expansion.

- On a paper map students should draw the pipeline's route on their map, marking existing and proposed segments, major geographic features along the route, such as rivers, mountains, national parks, and other sensitive environmental areas that may be relevant to understanding the pipeline's impact.
- Encourage students to research areas of cultural and social significance that the pipeline affects or could affect, such as indigenous lands, residential communities, and agricultural land.
- Each group presents their map to the class, explaining the route, significant geographic features, and areas potentially impacted by the pipeline.
- Following the presentations, hold a class discussion on the findings. Topics should include environmental protection, the rights of indigenous peoples, and the potential risks and benefits of the pipeline on the environment & society.

How to Become a Defender

- Educate yourself about the lack of treatment facilities and the impacts of climate change on water availability in El Salvador.
- Engage with International organizations like the Water Project to help bring resources and attention to El Salvador's water crisis.
- Support community groups working on the water crisis through donations & volunteering.
- Educate yourself about the work being done to condemn human rights abuses and the murder of activists.
- Increase visibility of the crisis - spread the word on social media.

A Human Rights Defender Highlight

The Santa Marta Five water defenders are part of an emblematic fight to protect their land and waters from Canadian gold mining and ban metal mining.

LESSON 3: HONDURAS INDIGENOUS LENCA

Honduras, a country rich in cultural heritage located in Central America includes various indigenous groups, one of the largest and most notable being the Lenca people. The Lenca are known for their history, culture, and ongoing contributions to the identity of Honduras. The Lenca are one of the oldest First Nations in the Americas. They have lived continuously in eastern El Salvador since approximately 8,500 BCE and are sister people of the Maya. The Lenca people, like many indigenous communities, are significantly impacted by environmental issues, including water management and accessibility. Water holds cultural, spiritual, social, and economic significance for the Lenca. The impact of water scarcity and contamination is profound on the Lenca communities.

Although Honduras has abundant water resources and is home to most of Central America's watersheds it has the second lowest amount of water per capita in Central America due to mismanagement of its water resources. The General Water Law, approved by the Honduran Congress in 2009 recognizes the right to water as a human right, guaranteed by the State. The law states that water is a social resource which calls for equal access to water resources. Additionally, the law prioritizes human water consumption above any other use.

The process of granting land concessions in Honduras has often been criticized for its lack of transparency and accountability. The Honduras government has granted over 1400 concessions to foreign mining and logging companies, allowing them to exploit natural resources. Indigenous groups and local communities frequently claim they are not adequately consulted, and that these concessions are granted without sufficient consideration of their rights or the environmental impact.

LESSON 3: HONDURAS INDIGENOUS LENCA

The environmental impact of such projects—including deforestation, water pollution, and habitat destruction—is significant and disproportionately affects indigenous populations who depend on these ecosystems for their traditional lifestyles and cultural practices. The debate over sovereignty in Honduras is deeply intertwined with issues of national identity, social justice, and sustainable development, making it a complex challenge.

Berta Cáceres was an Indigenous Lenca leader and environmental activist, who mobilized her community to resist the construction of a hydroelectric project on the Gualcarque River by the private Honduran company DESA (Desarrollos Energéticos SA). She co-founded COPINH (Civic Council of Popular and Indigenous Organizations of Honduras) and was a vocal critic of DESA's operations and the broader issues of environmental degradation and indigenous rights violations in Honduras.

Following Berta Cáceres' murder, several arrests were made, including DESA executives, three of whom are former military personnel. Her death was not an isolated incident but part of a broader pattern of violence against environmental activists in Honduras, which is one of the most dangerous countries in the world for environmental defenders. According to the NGO Global Witness, Honduras was the “deadliest country in the world for environmental activism” in 2017. DESA faced significant backlash, both locally and internationally, which eventually led to the stalling of the Agua Zarca dam project.

LESSON 3: DETAILS

Time Requirement: Film + 2 full class periods

UDHR: You have the right...

- **#3:** to live freely and safely
- **#5:** to be free from torture or cruel, inhuman, or degrading treatment
- **#6:** to be legally protected in the same way as everyone else
- **#7:** to be treated fairly under the law
- **#8:** to seek legal help if your rights are not respected
- **#9:** to be free from arbitrary detention and exile
- **#10:** to a fair and public trial if you are accused of a crime
- **#11:** to be presumed innocent until proven guilty if charged with a crime
- **#19:** to think and say what you like and to share information with other people
- **#20:** to participate in and organize peaceful protests and meetings
- **#25:** to an adequate standard of living, including food, housing, and medical care
- **#28:** to live in the kind of society where your rights are respected
- **#29:** to be supported by your community and a duty to do the same for others
- **#30:** nothing in the UDHR implies that any person, group, or the State can take away your human rights

Sustainable Development Goals:

- **#1:** No poverty
- **#3:** Good health
- **#6:** Clean water and sanitation
- **#11:** Sustainable cities and communities
- **#12:** Responsible consumption
- **#13:** Protect the planet
- **#15:** Life on land
- **#17:** Partnerships for the goals

Materials Needed:

- Laptop and access to film and resources
- Copies of UDHR
- Access to <https://sdgs.un.org/goals>
- World Map <https://www.mapsofworld.com>
- Case study - Agua Zarca Dam

LESSON 3: DETAILS

Guiding questions:

- What is the difference between Human Rights and Natural Rights?
- How is water access related to human rights?
- What is activism? What role does nonviolent resistance play in activism?
- What human rights efforts can you get involved in within your community??
- What is the General Water Law of 2009?
- What rights do governments have an obligation to protect?
- What does the International Labor Organization do? What is ILO Convention No. 169?

Concepts:

- Indigenous rights
- Land Concessions
- Human rights
- Environmental rights
- Community Consent
- Protest
- Justice
- Corruption
- Activism

Objectives:

- Demonstrate knowledge of UDHR articles that apply to this segment.
- Create awareness of the need to protect indigenous water/land rights.
- Bring attention to violence and impunity against the Lenca and other dispossessed people of Honduras.
- Discuss the impact of government decisions on the Lenca people.
- Bring awareness to the entities that can assist in promoting social justice & human rights internationally.
- Current affairs update on the water crisis, status of developments of justice and accountability in the assassination of Berta Caceres, and the Lenca people.

Vocabulary:

- Indigenous territory
- Environmental Degradation
- Sustainable Development
- Impunity

ACTIVITY 1: AGUA ZARCA DAM CASE STUDY

Provide students with a detailed case study of the Agua Zarca Dam project and its impact on the Lenca community.

- Have students analyze the case study and identify the social, environmental, and economic implications of the project. Ask students to identify and compare a similar U.S large scale development project.
- Facilitate a class discussion where students can share their observations, ask questions, and explore the ethical considerations involved in large-scale development projects in indigenous territories.

ACTIVITY 2: ACTION PLANNING

Assign students into 2 groups:

Group 1:

Students will brainstorm potential action projects they can undertake to raise awareness or support initiatives addressing the water crisis in Honduras.

Possible ideas -

- Social Media Campaigns
- Organize educational events, workshops, or presentations within your community.
- Petitions and Letter Campaigns
- Support grassroots organizations.
- Fundraising Events

Have students develop a plan of action, including goals, strategies, and timelines for implementing their project.

Group 2:

Invite students to express their understanding of the water crisis through various forms of creative expression, such as writing, painting, drawing, photography, or sculpture. Encourage them to use their artwork to convey the emotions and experiences of the Lenca people.

How to Become a Defender

- Educate yourself about the complexities of the water crisis in Honduras and stay informed about current developments.
- Engage with International organizations, advocacy groups and indigenous communities working on water related issues in Honduras.
- Support community groups working on the water crisis through mobilizing resources, fund raising efforts & volunteering.
- Educate yourself about the work being done to condemn human rights abuses and the murder of activists.
- Increase visibility of the crisis - spread the word on social media

A Human Rights Defender Highlight

Diego Rafael Osorto Growing up with dreams of leaving Honduras in search of a better life, Diego Rafael Osorto soon realized that he had a higher calling. As an indigenous artist & activist, he now advocates for change & is inspiring others in his community.

Additional Information:

The Keystone Pipeline History

- The Keystone Pipeline System was designed to transport crude oil from the oil sands of Alberta, Canada, to refineries in the United States, primarily along the Gulf Coast. It aimed to enhance North American energy security and create economic benefits through job creation and investment in infrastructure. However, the project faced criticism and opposition from environmentalists, Indigenous groups, and some policymakers due to concerns about its environmental impact, contribution to climate change, and risks of oil spills.
- The Keystone Pipeline is a system of oil pipelines in the United States and Canada. The project is managed by TC Energy Corporation (formerly TransCanada Corporation). The Keystone Pipeline System consists of several phases:
 - Keystone Pipeline (Phase 1): The first phase, known as Keystone Pipeline, became operational in 2010. It runs from Hardisty, Alberta, Canada, to Steele City, Nebraska, in the United States. This phase has a capacity to transport up to 590,000 barrels per day of crude oil.
 - Keystone-Cushing Extension (Phase 2): The second phase, Keystone-Cushing Extension, went into service in 2011. It extends the pipeline from Steele City to storage and distribution facilities in Cushing, Oklahoma. This extension has a capacity of 700,000 barrels per day.
 - Keystone XL Pipeline (Phase 3): The third phase, known as Keystone XL Pipeline, was proposed to expand the system further with a new pipeline segment from Hardisty, Alberta, to Steele City, Nebraska, passing through Montana and South Dakota. The Keystone XL project faced significant controversy and legal challenges due to environmental concerns, particularly regarding its potential impact on climate change, water resources, and Indigenous lands. After years of debate, the Keystone XL Pipeline project was officially canceled by TC Energy Corporation in June 2021.

Additional Resources

WOVEN TEACHING ACCORDING TO THE UNITED NATIONS' UNIVERSAL DECLARATION OF HUMAN RIGHTS, **YOU HAVE THE RIGHT...**

| | | | | |
|---|---|---|--|---|
|  1 |  2 |  3 |  4 |  5 |
| to be free and equal in dignity and in rights | to be free from all forms of discrimination | to live freely and safely | to be free from slavery | to be free from torture or cruel, inhuman, or degrading treatment |
|  6 |  7 |  8 |  9 |  10 |
| to be legally protected in the same way as everyone else | to be treated fairly under the law | to seek legal help if your rights are not respected | to be free from arbitrary arrest, detention, and exile | to a fair and public trial if you are accused of a crime |
|  11 |  12 |  13 |  14 |  15 |
| to be presumed innocent until proven guilty if charged with a crime | to privacy | to choose where you live and to leave or return to your country | to seek asylum in another country if you are being persecuted | to be a citizen of your country (to have a nationality) |
|  16 |  17 |  18 |  19 |  20 |
| to get married and start a family (as a consenting adult) | to own property alone or with other people | to practice your religion freely or to change it | to think and say what you like and to share information with other people | to participate in and organize peaceful protests and meetings |
|  21 |  22 |  23 |  24 |  25 |
| to participate in your country's government by voting or by being elected to office | to have your basic needs met (to social security) | to work, to receive a fair wage, and to join a union | to rest and relaxation | to an adequate standard of living, including food, housing, and medical care |
|  26 |  27 |  28 |  29 |  30 |
| to education | to your culture and to benefit from scientific advancements | to live in the kind of society and world where your rights are respected | to be supported by your community and a duty to do the same for others | Nothing in the UDHR implies that any person, group, or the State can take away your human rights. |

HUMAN RIGHTS ARE FOR EVERYONE • LEARN MORE AT WOVENTEACHING.ORG

Additional Resources

