

## **Lesson Title: Short Film Analysis: Direjná/Abuela Grillo/Grandmother Cricket and Water Rights**

### **Grade Levels:**

Middle School (6-8)

The lesson can be taught across grade and age levels by modifying the prompts and materials provided.

### **Time Needed:**

One 60-minute class period, plus some additional time beforehand for providing background information.

### **Lesson Context/Summary:**

In this stand-alone lesson, students will watch a short animated film based on Ayoreo history - "[Direjná/Abuela Grillo/Grandmother Cricket](#)" and connect it to Ayoreo culture, history, and contemporary Latin American water politics. They will do this by completing individual and partner work, as well as completing a written assessment.

### **Common Core Standards:**

Standards covered will vary depending on the grade level but will focus on the ELA – Speaking and Listening standards. Below is an example from an applicable 8<sup>th</sup> grade standard:

[CCSS.ELA-LITERACY.W.8.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Essential Question (EQ):**

What does the film “Direjná/Abuela Grillo/Grandmother Cricket” teach us about water usage in Latin America?

### **Learning Objectives (LOs):**

Students will be able to explain the connection between the short film “Direjná/Abuela Grillo/Grandmother Cricket” to what inspired it – Ayoreo culture and the Cochabamba water crisis.

Students will be able to explain the importance of water in Ayoreo culture and Latin America.

### **Key Vocabulary Terms:**

Water rights

Political border

Ayoreo – Indigenous peoples living in contemporary Bolivia and Paraguay. The history of Direjná comes from Ayoreo peoples in Bolivia. In Bolivia, the Ayoreo peoples number approximately 1,944 (2012 figures) in 33 communities. More information (in Spanish) is available from “[PUEBLO INDÍGENA AYOREO](#)” - Apoyo Para el Campesino-indígena del Oriente Boliviano.

Direjná - the Ayoreo name for the history and character of “Grandmother Cricket”

### **Learning Activities:**

#### **Before the lesson – 15 to 90 minutes (teacher preference)**

Explain that, in the next lesson, students will watch an animated film with a story based on Ayoreo history and the Cochabamba water crisis. Explain that information on the Ayoreo communities will be provided beforehand and during the lesson. Explain that background information on the Cochabamba water crisis will be provided beforehand.

Provide students with background on the Cochabamba water crisis. This can be done in the way that best suits your students and the time available. While dedicated lesson plans on this topic are scarce, information is available in various forms. The resources below span a wide range of reading levels. Resources at a higher reading level (such as the article from The New Yorker) can be used for your own background or adapted for students' needs. Some tools for adapting and differentiating written material are listed in this article by [Assistive Technology Tools and Resources](#).

- "[Leasing the Rain](#)" - The New Yorker (longer article; very comprehensive and complex)
- "[Cochabamba Water Wars](#)" - Environment and Society Portal (shorter summary with higher-level vocabulary that could be easily adapted; further topic resources are also provided)
- "[A Personal View: The Water War in Cochabamba, Bolivia: Privatization Triggers an Uprising](#)" - Mountain Research and Development (academic, personal reflection article)
- "[Hopes For A Rainy Day: A History of Bolivia's Water Crisis](#)" Harvard International Review (mid-length article with accessible language, although it will still be complex for many audiences)
- "[Even the Rain/ También la lluvia](#)" (full-length movie which covers the water crisis and connects it to Pre-Columbian events; LAll film guide is linked)

For all options, introduce the vocabulary terms. Then locate Paraguay, Bolivia and Cochabamba on a political map. Once this has been done, project the maps on [pages 7 and 8 of this PDF](#) ("The Case of the Ayoreo" - Unión de Nativos Ayoreo de Paraguay Iniciativa Amotocodie). These maps locate Ayoreo lands in Bolivia and Paraguay.

Aid students in recognizing that Ayoreo land crosses the political border between Paraguay and Bolivia. Underscore that the history of Direjná comes from Ayoreo peoples who live in what is now Bolivia. Before providing information on the Cochabamba water crisis, introduce the demands of the Ayoreo peoples of Paraguay on [pg. 38 of the same PDF](#). Underscore that these demands come from the Ayoreo peoples of Paraguay, which may be different than the demands of the Ayoreo peoples of Bolivia. Ask the students - "What is being demanded? Why do you think this is being demanded?"

Then, provide background on the Cochabamba water crisis. Background on the Cochabamba water crisis can be provided in the form of direct instruction, a guided film viewing, reading comprehension activities ([Reading Rockets](#) provides some excellent suggestions), or in another form. At the end of the activity, check for understanding (CFU).

Differentiation: information can be presented with variations in content and process to best serve the students you teach.

### **Opening - 10 minutes**

When students enter the classroom, ask them to answer the lesson's "Do Now" question: "What happened in Cochabamba, Bolivia in the years 1999-2000? How does this event relate to water rights?"

After thinking time, students will be prompted to answer the question verbally or in writing (on paper or in the video call chat box).

The teacher will ask two students to share their answers with the class (one volunteer, one cold call).

Provide students with the learning objectives and road map for the lesson ("What are we doing today and why is it important?"):

- Students will be able to explain the connection between the short film "Direjná/Abuela Grillo/Grandmother Cricket to what inspired it - Ayoreo culture and the Cochabamba water crisis.
- Students will be able to explain the importance of water in Ayoreo culture and Latin America.

Pause for questions.

## Direct Instruction (I Do) - 10 minutes

Provide background on Ayoreo culture and lived experience. One reference is the following article: "[The Ayoreo People: An introduction to some of the Amazon's last remaining Indigenous Peoples living in voluntary isolation](#)" - Global Forest Coalition and ICCA Consortium.

Explain that [the short film](#) students will watch today is based on both Ayoreo history and the Cochabamba water crisis. Provide some more background on the film and how it was made (a collaboration between Bolivian and Danish creatives). A good reference is the following blog post: "[Abuela Grillo \(Grandmother Cricket\)](#)" - Chai Kadai.

## Independent and Partner Work (I Do and We Do) - 30 minutes

Explain that [the film](#) will be watched two times. The first time, students should focus on watching the film attentively. Then, students will briefly discuss the film with a partner. The second time the film is watched, students will complete a response sheet. After that, students will complete an activity.

Play the film the first time.

After the film is over, students will take five minutes to discuss the following questions with their partner - "How does the film show how important water is? How and why does Direjná/Abuela Grillo/Grandmother Cricket advocate for water rights in her community?".

Pass out the [note-taking worksheet](#), one for each student. Explain that, this time, students should fill out the worksheet as they watch the video.

After watching, students will discuss their notes with their partner. What things did they write down in common? What different observations did they each make?

*Differentiation: students may complete their worksheet with a partner or small group and answer the questions verbally or through drawing. Students may also listen to the*

*movie, instead of watching it (although, as the movie does not contain talking, some of the film's content will not transfer to an audio form).*

### **Independent Assessment (You Do) - 15 minutes**

Students will complete an independent writing activity. They will answer the following questions in written form.

- What connections can you make between what is shown in the film and Ayoreo culture? Support your answer with at least one piece of evidence from the film.
- What connections can you make between what is shown in the film and the Cochabamba water crisis? Support your answer with at least one piece of evidence from the film.
- Why is water important in Ayoreo culture? Why is water important in Latin America? Support your answer with at least two pieces of evidence from the film.
- Why is water important globally? Why is water important in your community? How do you use water in your daily life?

*Differentiation: students may answer the questions in another form (presentation, drawing, etc.) or in a shortened form. Students may also work in groups to outline their answers before completing the assignment.*

### **Assessment [How will the educator determine students have achieved the EQ and LOs?]**

Teacher will determine student mastery by assessing their responses to the assessment assignment above.

### **Closure - 5 minutes**

At the end of class, the teacher brings the students back to ask the closing question – How is Direjná/Abuela Grillo/Grandmother Cricket an advocate for water rights?

To close, the teacher restates the learning objectives, provides extension resources if students wish to learn more, and answers any last questions.

### **Lesson Materials:**

Way of projecting maps and PDFs and films

Political map

[“The Case of the Ayoreo”](#) - Unión de Nativos Ayoreo de Paraguay Iniciativa Amotocodie

[Copy of note-taking worksheet](#)

[“Direjná/Abuela Grillo/Grandmother Cricket”](#) and a way of presenting it to the class

### **Differentiation and Modification Options [How can this lesson be modified to reach all students?]:**

*In addition to the below, see differentiation options included in the above lesson plan.*

*Content: see resources below for different forms of content.*

*Process: students can work individually or with a trusted partner on assignments if they prefer.*

*Product: students may provide their assessment work in a format that best suits them (PowerPoint, podcast, poster, writing, etc.).*

*Learning Environment: lesson can be provided in an in-person, virtual, or hybrid format using drawing software such as Jamboard or [MS Paint](#).*

*Extension resources: students may explore the resources provided below for extra content and evidence for their assessment work.*

*English Language Learners (ELLs): Vocab words defined in detail during direct instruction; can use notes in assessments; extended time.*

*IEPs and 504s; lesson can be modified in content, process, and product to reflect learning accommodations.*

## Acknowledgements:

Thank you very much to the Ayoreo people for sharing some of their history and knowledge which inspired this film and lesson plan.

Thank you very much to the creative team behind “Direjñá/Abuela Grillo/Grandmother Cricket”.

Thank you very much to the Unión de Nativos Ayoreo de Paraguay Iniciativa Amotocodie for creating the informative PDF used in this lesson plan.

Thank you to [Chase March](#) for developing the worksheet used in this lesson plan.

## Resources Specific to This Lesson Plan:

### Resources on Ayoreo Culture

- [“PUEBLO INDÍGENA AYOREO”](#) - Apoyo Para el Campesino-indígena del Oriente Boliviano.
- [“The Ayoreo People: An introduction to some of the Amazon’s last remaining Indigenous Peoples living in voluntary isolation”](#) - Global Forest Coalition and ICCA Consortium.
- [“The Ayoreo: the last isolated people outside the Amazon”](#) - International Work Group for Indigenous Affairs.
- [“The last refuge: Defending the ancestral forests of the Ayoreo Totobiegosode”](#) - Earthsight
  - The video in this resource is especially powerful.
- [“Minority Rights Groups International: Ayoreo”](#) - Minority Rights Groups International
- “The Case of the Ayoreo” - Unión de nativos Ayoreo de Paraguay and the International Work Group for Indigenous Affairs – Office won’t let me embed a link: [https://www.iwgia.org/images/publications/The\\_case\\_of\\_the\\_ayoreo.pdf](https://www.iwgia.org/images/publications/The_case_of_the_ayoreo.pdf)
- [“The Indigenous Ayoreo People in Eastern Bolivia”](#) - APOYO PARA EL CAMPESINO-INDÍGENA DEL ORIENTE BOLIVIANO – Office won’t let me embed a link: <http://apcob.org.bo/ayoreo/>
- “Nacion Ayoreo de Santa Cruz Bolivia”  
<http://indigenaciudadsc.org/index.php?page=pueblo-ayor%C3%A9ode>



Resources on the Cochabamba water crisis (copy/pasted from higher up in this lesson plan)

- [“Leasing the Rain”](#) - The New Yorker
- [“Cochabamba Water Wars”](#) - Environment and Society Portal
- [“A Personal View: The Water War in Cochabamba, Bolivia: Privatization Triggers an Uprising”](#) - Mountain Research and Development
- [“Hopes For A Rainy Day: A History of Bolivia’s Water Crisis”](#) Harvard International Review
- [“Even the Rain/ También la lluvia”](#) - LAll film guide