

**Appendix 7.2.** “Amigo Brothers” Final Reflection Sheet

Directions: Below are guiding questions for the junk construction, gallery walk, and *tableau vivant* activities. Please answer each question thoughtfully and critically.

1. What was the theme your group wanted to embody in creating your sculpture?
2. Explain how it connects to the short story “Amigo Brothers.”
3. Do you feel that you were successful in conveying this theme?
4. Read and respond to the following quote from philosopher Maxine Greene (2001), and describe how this quote connects to your experience with this project:

*Aesthetic education . . . is the intentional undertaking designed to nurture appreciative, reflective, cultural, participatory engagements with the arts by enabling learners to notice what there is to be noticed, and to lend works of art [to] their lives in such a way that they can achieve them as variously meaningful. When this happens, new connections are made in experience: new patterns are formed, new vistas are opened. (p. 6)\**

5. In what ways did these “participatory engagements” (i.e., the creation of the junk construction sculpture and the gallery walk) enable you to make new connections to the story and to society at large?
6. In what ways did intentional undertakings of the *tableaux vivants* lend themselves to new levels of noticing and meaning? Describe.

---

\*Greene, M. (2001). *Variations on a blue guitar: The Lincoln Center Institute lectures on aesthetic education*. New York: Teachers College Press.