

In Loving Memory: Students Create Obituaries as Assessment of Psychosocial and Morality Theories

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Abstract

This paper examines preservice teachers' experiences in creating obituaries for an educational psychology course. It presents a constructive approach that allows students to demonstrate their critical application of Erickson and Kohlberg's theories by utilizing their own experiences. Empirical data collected from this undergraduate course include students' assignments, transcriptions of online discussion, obituary assignments, the instructor's journal, and culminating surveys of the course. Analysis of the data (N=400 students) gathered (2012-2016) revealed two consistent themes: 1) preservice teachers' self-efficacy and skills significantly improved regarding psychosocial development and moral reasoning as a result of this constructive pedagogy; and 2) students reflect applicable, meaningful learning and anticipate fostering effective, positive role modeling as future teachers and constructive educators.

Keywords: teacher preparation, assessment, constructivism, learning theories, education, psychology, human development

Introduction

In the US it is becoming increasingly common to observe calls for moral content in schools, especially in the form of a moral education curriculum. Today's children encounter a multitude of conflicts, dilemmas and controversies. Ryan and Bohlin (1999) wrote "Today in America we have far too many twelve year olds pushing drugs, fourteen year olds having babies, sixteen year olds killing each other, and kids of all ages admitting to lying, cheating, and stealing at epidemic numbers." Since then, children and teens have been inundated with images of negative behaviors as seen in TV and movies, improper modeling from adults and the overemphasis on violence by the media (Beachum & Mc Cray, 2011; Bailey & Krajewski, 1999). Reality programming, video gaming and social media convey a very powerful message to young people about expectation versus hard work, entitlement and immediate gratification, and how to resolve conflict (Elias, 2009).

Recently, in the aftermath of shootings in Ferguson, MO, and Chicago, IL, (2014) directors of programs including the Leaders Network youth division have demanded police and other youth leaders to be trained in crisis prevention by the National Alliance on Mental Health. Police, social workers and educators hold significant roles in modeling moral culture and moral manner. From the perspective of social justice, moral reasoning of educators is not simply an important aspect of teaching. It is essential that teachers demonstrate carefully developed insight and awareness on social justice issues in order to make sound moral judgments. They need to consider perspectives of the diverse racial, ethnic, social and cultural backgrounds of each student they teach.

In 2000, the National Council for Accreditation of Teacher Education (NCATE, 2002) identified the development of professional dispositions as an explicit obligation of teacher educators. NCATE included expectations because “the time had come for teacher educators to pay attention not merely to knowledge and skill development and teaching and learning but also to the moral and ethical development of teachers.” (Wise, 2006, p. 5). In the 2002 and 2006 editions of *Standards*, the glossary of NCATE Terms provides the following definition for dispositions:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator’s own professional growth. (NCATE, 2002, p. 53; 2006, p. 53).

Further, regarding collaboration and constructivist principles, NCATE directed that “Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers. To be successful teachers in challenging and changing environments, candidates must learn to use multiple assessment processes to advance learning and inform their practice with data to differentiate their teaching to match their students’ progress.”

Teacher education programs are to be mindful to infuse moral dilemmas, developmental theories, and discussions across the curriculum- in a methods course that suggests a connection between manner and content; in a multicultural course that critically examines the favoring of one culture over another; in an educational psychology course that explores moral functioning and how moral development in students occurs; in an educational philosophy course that attends to what morality entails and to the ethics of teaching; or in a classroom management course that discusses the integration of moral principles with the techniques of classroom organization (Fenstermacher, 2001).

However, none of this is new. In his 1916 book *Democracy and Education*, Dewey outlined his theories of morals. He explained to educators that moral behaviors should be based directly on interactions with others and are as broad as each individual’s lived experiences. Dewey believed experimental learning would foster an awareness of how students could contribute to and change society. (Lake et al, 2015).

This paper examines student made obituaries as assessment of Erickson and Kohlberg’s theories in an undergraduate educational psychology class. It presents a constructive approach to assessment that provides information that can be useful in implementing rational changes to teaching educational psychology or learning theories.

The course ‘Educational Psychology’ was a required undergraduate course for preservice teachers. The main objectives of the course for students were to:

- demonstrate an understanding of psychological, cognitive, and social psychological theories of Erickson and Kohlberg, et al.
- apply theories to specific teaching, social service or classroom management situations
- recognize and analyze age-level and developmental characteristics with special emphasis on the behavioral, emotional, physical, social and cognitive components

The course was grounded in theories and research from cognitive research (Bruner, 1993) and constructivist learning theory (Vygotsky, 1978; Young, 1997). Simulations, hands-on homework assignments, group work problem-solving, and elaborate creative projects were the norm for this course. The goal of the instructor for this course aligns with the thinking: “The important point is that...the educational goal for social constructivists is to create social environments that encourage students to construct their own understanding” (Lin et al., 1999, p.47). Based on this belief, the course was designed to incorporate students’ real-life experiences in order to allow the preservice teachers to develop skills and advance their understanding of basic learning theories.

Materials and Methods

Data

400 students enrolled in an undergraduate education psychology course (over a period of four years) participated. Students enrolled in this required course were preservice teachers (hereafter K-12 teachers) typically between 18-21 year old sophomores to juniors, two thirds female and one third male. This is the only required course that focuses on child and adolescent development and educational learning theories.

Data Collection

In this study, several data collection techniques were used to ensure triangulation. The primary sources of data included the end of course survey (Appendix A & B), the instructor's journal, and the obituary assignment artifacts (see examples in Appendix C). In the following, each data source is described as well as the information each source was expected to provide.

Instructor's Journal

Throughout the semester, a journal was kept to record reflections on activities, student concerns, rubric decisions, administrative issues, human and electronic resource availability, and the overall experience in general. This journal documented both positive and negative experiences, as well as pedagogy notes for future classes.

Threaded discussion

At the due date, students were asked to view each other's obituaries on D2L (Desire to Learn platform) and discuss their findings. They were asked to reflect, critique and evaluate their personal interpretations regarding others' explications established in the obituaries. The purpose of the threaded discussion was twofold: one, to promote knowledge construction between peers and two, to provide the instructor the ability to compliment strengths and encourage diverse responses.

Uploaded Obituaries

Students had the option to choose between Kohlberg's or Erickson's theory to make an obituary. Examples of excellence were shared to encourage students' creativity. The most popular theme was Disney characters (Ariel, Tinkerbell, Olaf the Snowman, Captain Jack Sparrow, Fred Weasley and Albus Dumbledore). Several students used real life people (Maya Angelou, Kim Kardashian, Beyonce, Lady Gaga, Ronald McDonald, Robin Williams and even John Wayne Gacy.)

Some chose sports mascots including Benny the Bull and Wrigley's Billy Goat. A few wrote about close family members, or even themselves and projected hypothetical final stages.

End of course survey

The last week of the course students were asked to complete an anonymous 40 question survey that covered the obituary project. The survey was divided into seven categories: Techniques of instruction; Methods of assessment; Student Characteristics; Influences; Obituary project overall comments; and Open ended comments. As these surveys were exchanged for graded homework portfolios, 100% of the surveys were completed and returned.

Data Analysis

As only three of the sixty-five questions were open-ended responses, the surveys were first examined quantitatively for frequency counts. The likert-scale options for the responses delivered feedback for the Techniques of instruction according to not helpful, somewhat helpful, and very helpful. As for the Methods of Assessment, student chose between not so much, somewhat, and liked a lot. Student Characteristics, Influences, Obituary Project Overall, and Comments were simply true or false choices. The three open-ended questions were aggregated, summarized and coded relating to particular themes. These emergent themes were identified and a coding scheme was developed. Close examination of the instructor journal, the threaded discussion, the obituary artifacts, and the survey were placed into the scheme. To ensure reliability, the emergent themes were triangulated across datasets. Finally, concept maps from the narrative portions were constructed to organize particular categories and the frequency counts were charted to make interconnections explicit.

Results and Discussion

Analysis of the data revealed two consistent themes: 1) preservice teachers' self-efficacy and skills significantly improved regarding psychosocial development and moral reasoning as a result of this constructive pedagogy; and 2) students reflect applicable, meaningful learning and anticipate fostering effective, positive role modeling as future teachers and constructive educators.

For specific numeric data results and examples, see Appendices.

Instructor's reflection on the experience and conclusion

This experience, assessment via obituary, has confirmed the potential to achieve and even exceed the goals of traditional teacher education. By allowing and encouraging students to utilize their personal experience and understandings to create meaningful assessment opened a portal for the instructor to understand this generation's unique interpretation and ownership of crucial moral and developmental theories. Not only did students engage in their own construction of the theories, but the instructor was included and welcomed in the *process* of that construction. Considerations including culture, religion, gender and ability were not only visible facets in the end products, but evidently woven and even entangled throughout students' perspectives as they produced these artifacts. This outcome surpassed expectation for both the instructor and the students. At each semester end, it became obvious that the students had a much deeper appreciation and tolerance for each other's expression of their understanding. This concurs with Shaw & Jakubowski's (1991) notion that mental dissonance causes a great deal of reflection, and brings about change in students' attitudes. Not only did their attitudes toward each other's ideas and perceptions improve, but their interrelationships and acceptance of each other as all being future teachers was markedly developed. This, in turn, evidenced renewed ways of thinking (Collins, 1991).

Conclusion

The analysis of this research underscores the promise of infusing students' perceptions and experiences into educational psychology courses and suggests the following guiding principles for design:

1. Holistic design: the obituaries should blend preservice teachers' experiences generated from in-class learning, field and personal experience. The best of these assignments were culminations of newly acquired knowledge as applied to current media and behavioral expectations.
2. Design of the project: while engaging students in a constructive project, instructors need to encourage authentic and relevant artifacts. While some students seek to create dissonance in their peers' beliefs, or simply produce for reaction or affect sake, they inadvertently promote higher level thinking skills.
3. Contextualized learning: integrating students' perceptions and personal experiences in a teacher prep course provides meaningful learning because that experience is not only timely, but embraced as a cohesive, relevant context. Exposure to diverse interpretation as part of the context of general coursework lays the foundation for preservice teachers to use in their own future critical thinking and teaching. How they interpret, modify, and explain behaviors of icons, movie stars, and current characters encourages discussion regarding privilege, prejudice, and consequences of behavior.
4. Multiple opportunity learning: by allowing students feedback and class value, both the pedagogy and the content improve. Preservice teachers, given the opportunity to share and create hands-on experiences establish a trusting and friendly relationship both in class and online.

The research shared here suggests teacher prep programs may benefit the most if we consider how learning theories through meaningful constructed obituaries, in class and online discussion complement each other. The end of semester final evaluation and the artifacts suggest that utilizing this embraced constructivism as a mode of moral curriculum can promote moral learning and reasoning. It also evidences teaching morality and psychosocial development effectively, so that educators can deploy moral content in a way that positively influences their own moral development and that of their future students.

Acknowledgment

Appreciation goes out to all students who contributed their creative work to this paper. These examples of excellence bring the assignment to colorful life, and it is sincerely appreciated that their work has been shared.

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Table 1

Survey on Creating Obituaries as Assessment of Theories

Techniques of Instruction: What techniques did you find *helpful* in learning the content for this project?

	Not Helpful	Somewhat Helpful	Very Helpful
Open discussion with classmates	3%	13%	84%
Reading the text	3	27	63
Reviewing others’ projects on D2L	7	28	65

Do you believe there is a correlation between the techniques you believe as helpful also are more fun and more motivating?

100% **Yes No**

Do you believe these techniques are useful to college students as well as K-12 students?

100% **Yes No**

Do you feel more likely to use this technique in your future classroom as a result of your personal experience learning with them? 97% **Yes** 2% **No**

What techniques would you add to this project?

Any other suggestions for utilizing this project as a learning tool are:

Method of Assessment: How much did you *like* the following?

Not so much Somewhat Liked a lot

Creative opportunity to earn your grade	3%	12%	85%
Sharing my work with the class on D2L	4	12	84
Reviewing others' projects on D2L	5	30	65

Student Characteristics: Please rate how you feel *in general regarding this project:*

	True	False
I feel I was comfortable presenting or expressing my thoughts in this class	96	3
I felt engaged in class: Came to class regularly to hear others' project ideas/ plans	95	5
I felt generally comfortable in class with a multicultural diverse group	92	8
I did not struggle with complicated ideas or theories covered by this project	93	7
There is a connection between effort and success in this class	98	2
I consider this information worthwhile as a future educator and citizen	98	2
I feel this professor has high expectations for students' abilities	100	0

Influences: As a result of this project, *I feel better about my skills*

	True	False
Critical thinking and problem-solving issues regarding children's development	100	0
Applying Erickson and Kohlberg theories from my course to real- life	100	0
Assessing child & adolescent psychosocial development and behavior	94	6
Understanding my values and personal attitudes.	95	5
I took this class as a requirement for my program	96	4
Assessing my own assumptions about social, political, and/or economic issues	92	8
Recognizing others' moral dilemmas and psychosocial stages of development	93	7
I feel more confident about the theories having constructed them myself	98	2
I am able to learn, understand, and respect professional ethics and standards	93	7
I am more tolerant of people with different backgrounds and lifestyles than me	92	8
I am more understanding and appreciate different cultural norms	90	10
I enhanced my ability to understand different points of view	91	9
I increased my capacity to make moral/ethical judgments	91	9
I will remain more informed about local, national or international social issues	90	10
I will engage others in identifying and proposing solutions concerning social or economic issues	91	9
I plan to use constructivist teaching as a way of teaching in my future classroom	98	2

Obituary Project Overall:

	True	False
This project helped me relate to the theories in a more meaningful way	96%	4%
The project let me express my learning as an individual	92	8
This project was a great tool for expressing my own interpretation	83	17
This project should be continued in this class	92	8
This project was too much work	11	89
The project carries the appropriate grade weight for the course	90	10

Table 2

Responses to Open Ended Comments

- “I don’t think the obituaries were too hard to make. I found the techniques used to be effective and meaningful.”
- “I like the way the obituary make us take the content and APPLY it. This was different from my other classes in that it wasn’t memorizing a bunch of theories. This class made the theories a reality.”
- “I enjoyed the obituary project because I was able to apply the concepts to a “real” person. “
- “Now that I know how easy it is to have students collaborate once they are motivated, I will lead projects like this with my classes as a teacher.”
- “It’s really interesting to have classmates read your creation and praise your work. It made learning worth more than school stuff. “
- “Actually organizing the steps and stages of the theories, and editing the end product made me appreciate how to manage my time and perfect my work.”
- “I really get the theories now because they’re in my head- they’re my experience- I won’t forget them. They are stories with me the star of the show.”
- “I always remember what I have to teach. I can’t forget the content of this class because I got to create it with my friends and be sure it was accurate before we posted it for the class to watch.”
- “Active Process! I was able to create something using my ideas and experiences. I played a direct role in what I chose to learn and focus on. The freedom of expression allowed for more creativity. Thinking critically became necessary as I started to piece everything together.
- “Makes the assessment continuous and the student contributes to assessment using self-evaluation. I was constantly looking back and fine tuning my work!”
- “I never considered morality a curriculum. With all that’s going on in the world, it very much should be.”
- “Critically examining how one stage affects the next as part of a whole life story makes the content meaningful and realistic.”

- “I feel much more confident in teaching kids knowing what to expect from age to age; stage to stage.”
- “This was a valuable project. I completed it using my grandfather and his experience growing up in India and moving our family here. I learned so much about cultural differences in never paid attention to before.”
- I took for granted my personal beliefs and values until I read others’ projects. Now I understand we all have somewhat of a “lens” we perceive experience through.”
- This is something I will remember much longer than any test. It is my version of how the theory follows through, stage to stage.
- I have learned patience and tolerance of why others are the way they are and am less quick to judge others’ actions or reactions to societal issues.
- “Project based learning is the best for remembering the information. I feel more confident about taking the state test because I know I can recall these theories- I made them.”
- “This project will help me relate to elementary school students because I can expect a general age/ stage for their understanding and behavior.”

Table 3

Please refer to the following Obituaries as actual examples of student work. All have been used with permission by the students, and this study approved by IRB.

Ariel





Sad to report, but the rumors are true, the little mermaid, Ariel was pronounced dead on the beach outside of her Atlantic Palace yesterday afternoon. Her husband, Prince Eric and her father, King of the Sea still survive. Yesterday Ariel decided to go for her daily swim, when a vicious sea creature attacked her. The king and prince did all they could but failed to save Ariel. There is still high alert; this creature is still out on the coast of the Atlantic. It was described to be as tall as 35 feet high, with several whooping arms. It is a greenish-blue color with a yellow horn on top of its head. Prince Eric is putting a team together to destroy this demon. Any volunteers are more than encourage contacting Prince Eric. A memorial is set for tomorrow afternoon next to the coast.



In Erickson's first stage Trust vs. Mistrust, Ariel developed a trust and mistrust. She was the youngest of 14 sisters. She got a lot more attention than her sisters did, but she also had the most restrictions. Ariel grew up without a mother, and that had always affected her. Ariel was always looking for adventure. Her father punished her many times and did not know why she was so eager to go against the rules, but it was because he was too hard on her and was too busy with ruling the sea.



In the second stage Autonomy versus shame and doubt, Ariel, tries to accompany her own needs. She runs around the kingdom discovering new things. Her father gave her rules to sit with her sisters and to be like them, but Ariel decided to find things that she was interested in. When her father found her exploring the kingdom he punished her. She then was ashamed of her exploring, and doubter her adventurous side.



The third stage, Initiative versus guilt, Ariel still explores the kingdom and even makes new friends. She even challenges her rules and goes outside of the kingdom. Her father again finds out that she is still running around. He told her she is being irresponsible and







 mischievous. Ariel took the initiative to discover what her heart desired, but her father made her feel guilty for her ways. 

 Industry versus inferiority plays a huge role in Ariel's life. Her father never accepted her adventurous travels, so Ariel grew and inferiority towards her exploring. She wanted her father to understand that she wanted to know more about life. She was scared of father from the punishing he had been doing. 

 All throughout her years of growing up Ariel was confused of who she was. Identity versus role confusion really defines Ariel at this point in her life. She knew what she wanted, and she wasn't going to listen or let her father pick who she was. Ariel knew she was an explorer. So she picked her path, to follow her heart and go on many more adventures. 

 Ariel disobeys her father over and over. She found a new life that was not in the sea. It was an ongoing fight of her and her father. In her discovery she found her husband, Prince Eric. He was a man with two legs. She fell in love. Ariel decided to against her father's wishes one last time and sees the sea witch. She asks her to make her a human with two legs as well, so she can be with her true love. The sea witch does so, which causes a big controversy with King Triton. 

 After Prince Eric and Ariel find a happy life that the sea king can accept, Ariel moves onto the seventh stage, generatively versus stagnation. Ariel feels that she had accomplished a lot and followed her heart. She started an organization to help children follow their hearts as well. She went to many orphanages to help children believe that they can do what they want, they just have to follow their heart. 

 Integrity versus despair was the final chapter of Ariel's life. She loved her life and she lived it to the fullest. She had no regrets. She knew that everything she went through got her to where she is today. She wouldn't change anything; well maybe she would have decided to take daily runs in the park instead of daily swims in the ocean. 



J U L Y 1 , 1 9 9 7

The Daily Prophet

Special Feature:

Albus Dumbledore

1881-1997

The Greatest Wizard of Our Time

The Daily Prophet is very sad to announce the death of Professor Albus Percival Wulfric Brian Dumbledore, Order of Merlin (first class), Headmaster of Hogwarts School of Witchcraft and Wizardry, Supreme Mugwump of the International Confederation of Wizards, and Chief Warlock of the Wizengamot. Dumbledore was killed last night by Severus Snape while at Hogwarts. He was a beloved teacher, brother, and friend to many witches and wizards across Europe.

A formal pupil and friend of Dumbledore's, Madelyn Fiene of the Department of Magical Adjustments and Catastrophes at the Ministry of Magic, wrote the following obituary in honor of Albus Dumbledore.



Daily Prophet
1



Aberforth Dumbledore (top) and Ariana Dumbledore (bottom)

Dumbledore’s Infancy

Trust vs. Mistrust

Albus was born in the summer of 1881 to Kendra and Percival Dumbledore. He had a brother, Aberforth, and a sister, Ariana. Albus’ family resided in Mould-on-the-Would, a small wizarding village in England.

The Dumbledores lived a happy life in Mould-on-the-Would, especially Albus. The Dumbledores lived in a two-story house with many windows for Albus to look out of while daydreaming. Being the first child born, Albus also received a lot of attention and care from his parents. He definitely ate more treacle tarts and chocolate frogs than the average wizard boy. Albus’ parents taught him trust as an infant by nurturing him through sweet treats, affection, and living in a nice home.

The Years as a Toddler

Autonomy vs. Shame & Doubt

Albus developed very quickly as a toddler. He was able to perform short but advanced bursts of magic. Children don’t normally produce magic until they’re around 7 years old. Albus’ father even let him use his own wand (While under supervision, of course).

Dumbledore’s parents noticed his fast maturation, and often let him do things on his own. He would fly around the back yard on a toy broomstick and even dress himself. Albus was seen sporting mismatched woolen socks and a wizard’s robe that was three feet too long – an odd choice, but one that Albus took pride in. Through his newly found independence, Albus was always allowed to express himself through his magic and wardrobe choices.



Albus’ favorite pair of woolen socks

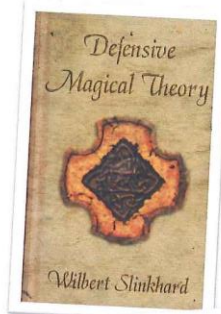
Daily Prophet

Preschool Years

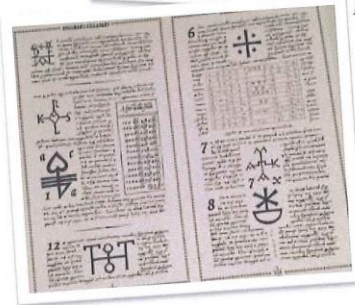
Initiative vs. Guilt

Albus never went to Muggle preschool, but he still experienced the same developmental steps that all children do. He gained even more independence than before and took on new tasks and interests. Albus was an exceptionally bright boy, and starting reading difficult spell books. He started reading *Defensive Magical Theory* by Wilbert Slinkhard and *Spellman's Syllabary*, books well beyond the magical level of a young child.

Albus' newly found love for books and history of magic sometimes got in the way of family matters. Albus would prefer to stay locked up in his bedroom reading into the early hours of the morning instead of playing with his siblings. His parents supported his constant reading, but made sure he balanced reading with spending time with Aberforth and Ariana. The support Albus received from his parents allowed him to form initiative and a balance between his studies and family.



"Defensive Magical Theory" (top) and "Spellman's Syllabary" (bottom) are now available at Flourish and Blotts in Diagon Alley



Elementary Years

Industry vs. Inferiority

Dumbledore continued reading and broadening his knowledge of spells while in his "elementary years", as the Muggles like to call them. Albus impressed his whole family with the use of spells, except for Aberforth.

Aberforth was under the impression that Albus was just showing off to try to make everyone else feel stupid, so he made fun of Albus. Of course, Kendra and Percival put a stop to this right away. They told Albus to keep up his studies because this knowledge will help him later on at Hogwarts. Albus' parents instilled industry within him so he would continue to flourish intellectually. Without this extra encouragement, who knows if Albus would have been the great wizard we've grown to love today!

Gellert Grindelwald – Friend or Foe?
FIND OUT ON PAGE 5!

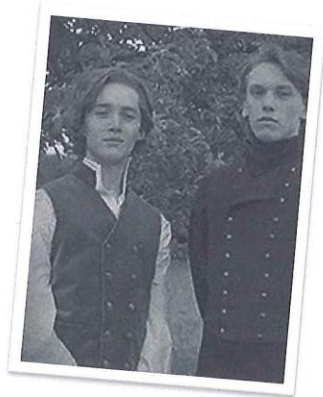


Albus' Adolescence

Identity vs. Role Confusion

Albus' adolescent years were confusing time for him. His family moved to a new village, Godric's Hollow, a small wizarding community in West Country, England. It seemed as if everything was changing. Albus knew he was special and figured that he would adjust. After enrolling in Hogwarts at age 11 and receiving his wand (15 inches, elder, thestral tail hair,) he soon became the top of his year and a favorite amongst the Gryffindors. He joined almost every club you could imagine, became a prefect then head boy at Hogwarts. Albus even became quite popular. He befriended Elphias Doge, a fellow Gryffindor, while he had dragon pox. No one would approach him except for kindhearted Albus.

Albus also received awards that made him known as the brightest student to ever attend Hogwarts. He was awarded the Barnabus Finkley Prize for Exceptional Spell-Casting, made a large contribution to the International Alchemical Conference, and became a British Youth Representative to the Wizengamot, the wizarding court. These awards and recognitions from his peers gave Albus a sense of identity towards the great wizard he was becoming.



Albus (left) with Gellert Grindelwald (right)

Young Adulthood

Intimacy vs. Isolation

During his later years at Hogwarts, Albus made another close friendship and had terrible losses. Albus befriended a boy whose name we all know today – Gellert Grindelwald. The two became fast friends through their intellect and interest in magic (and even the dark arts). Their friendship made Albus feel powerful – they thought they could rule over the Muggles and have wizard domination. This idea later led to an argument that later took two of the most important people in Albus' life away forever.

Albus lost his mother at the age of 17, and later his sister in 1899 when Albus was 18 with his brother and Gellert. Albus' mother was killed on accident – Ariana was a young girl trying to control her magic when a spell hit their mother. Ariana died a year later by accident when a sudden duel erupted between Gellert, Albus, and Aberforth. Aberforth accused Albus of neglecting Ariana when she needed his care. All of a sudden, sparks emitted from everyone's wands. No one knows who casted the spell that hit Ariana, but it was one that could never be undone. Albus was furious and upset, and Gellert fled the scene. Albus forged a close and intimate friendship with Gellert, but it quickly ended through Albus' personal losses. This put Albus in a stage of isolation, but it never stopped him from contributing to the wizarding world.

Daily Prophet

Middle Aged

Generativity vs. Stagnation

Albus quickly moved on from his spat with Gellert and the loss of his mother and sister to transform the wizarding world one step at a time. First, Albus took up the position as Professor of Transfiguration at Hogwarts. He was even asked to be Minister of Magic, but denied the offer. Albus preferred to teach future witches and wizards than to hold a place of power.

But another man of power would come back into Albus' life. Gellert Grindelwald arose in Europe with a wizarding army behind him. Albus defeated his foe and sent him to serve in his own prison, Nuremberg. The battle the most legendary wizard's duel to date, and obviously ended their friendship for good.

One of Dumbledore's greatest achievements in the wizarding world was becoming headmaster of Hogwarts in 1956 and starting the Order of the Phoenix. Serving as headmaster brought more respect onto Hogwarts, and students and teachers alike looked to him as a role model. The Order of the Phoenix was a secret society of wizards that aimed to take down He-Who-Must-Not-Be-Named before the First Wizarding War. Albus was eventually one of the wizards who helped end He-Who-Must-Not-Be-Named's rise to power. All of Dumbledore's great accomplishments in adulthood left him with a sense of generativity for all he had done for the wizarding community.



Dumbledore as Professor of Transfiguration

Daily Prophet

A Never Achieved Retirement

Integrity vs. Despair

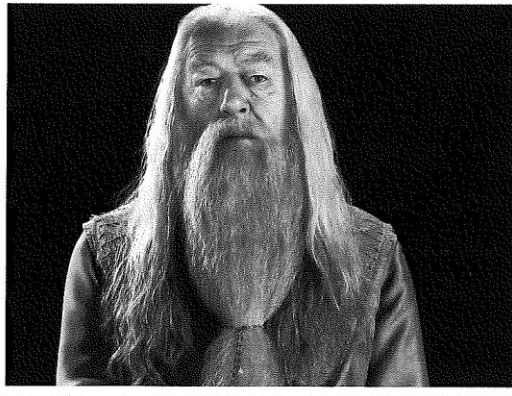
Albus led a long life of 115 years that was dedicated to educating young witches and wizards and protecting the wizarding community. Albus was killed by Severus Snape on Hogwarts' astronomy tower last night, June 30, 1997. Albus' life came to an abrupt stop without the chance to look back on his life and to feel happy about his accomplishments.

If given the chance, I believe that Dumbledore would have a sense of integrity, and feel like he served the wizarding world well. He'd talk of lemon pops and mismatched socks, but also of the students he taught and teachers he taught alongside with. He may have felt a sense of despair when looking back at the times of siding with Grindelwald and wizarding domination, but he would always have integrity and satisfaction for all of the good he's done for witches and wizards. Albus' work and kindness will never be forgotten for as long as the wizarding world keeps his memory alive.

The Daily Prophet

Raise Your Wands in Dumbledore's Honor

Albus Dumbledore's funeral will be held on July 6th.
The ceremony will be next to the Black Lake at Hogwarts,
All are welcome to pay your respects to the greatest wizard of our time.



Sources:
~http://harrypotter.wikia.com/wiki/Albus_Dumbledore
~<http://www.hp-lexicon.org/wizards/dumbledore.html>

The Daily Prophet

Chicago Tribune

March 5, 2036

A Tragic End to a Furry Friend

A Tribute to Beloved Chicago Bulls Mascot Benny the Bull

All of Chicagoland will mourn the loss of Chicago Bulls mascot Benny the Bull who died yesterday, March 4, 2036, at age eighty-four. "He was an energetic son of a bull. A bull of little words but great spirit," his long time friend Michael Jordan tearfully croaked when interviewed yesterday night in the trophy room of this mansion at Air Jordan Retirement Paradise, Inc. From the vibrant red Spanish bull capes that hang in windows throughout Chicago and all of Illinois on this gloomy day, Jordan's words appear to verbalize everyone's thoughts.

Benjamin Bull was born a healthy baby bull of twenty-three pounds on Old McDonald's farm on July 6, 1951. Benjamin, soon nicknamed Benny, was the only calf born to



Benny at the Polar Plunge ~ March 4, 2009

Betsy and Bernard Bull. At a young age, Benny learned to trust his parents. His mother was always willing to let Benny take long drinks of her creamy milk when she was not off at work with the other cows manufacturing milk. Bernard Bull worked hard as a Farmer's Insurance agent, serving all farmland animals with kindness and curtesy no matter their species. However, both Betsy and Bernard made sure to make time for infant Benny, coordinating their work hours so one parent was always in the barn watching over him.

As Benny grew into his toddler years, he slowly started to gain a strong sense of autonomy. Instead of first learning to walk, Benny's barnyard friends swear that he skipped straight to charging across the grassy farm

fields. He immediately wanted to graze with his parents and wash himself by the water trough like a "grown-up bull" instead of being brought food and rinsed off with water for baths by his mother and father. Benny's parents greatly encouraged his increasing independence, fostering a high sense of self-efficacy in every task he attempted.

One such task was his love for playing ball. Little Mikey McDonald, Old McDonald's grandson, gave his young animal friends his worn-down basketball to play with after receiving a new one for his birthday. Benny immediately became attached to the new toy, using his augmenting muscular coordination coupled with his new found mobility to kick the ball for hours through the fields.

As Benny entered preschool, his love for playing ball only increased. His teacher, Mrs. Hen, would often see him rolling the barnyard basketball back and forth during free time or watching Mikey play a game of "horse" or "bull" with his younger sister, Mandy, by the hoop attached to the side of the barn. When the young animals had to share what they wanted to be when they grew up, Mrs. Hen noted that Benny chose the unusual occupation of a basketball player compared to the rest of her class who selected careers like "show horse", "wake-up rooster", or "harvest plower". Mrs. Hen never dismissed Benny's ambitions as silly but was still somewhat concerned: How could Benny be a basketball player if he walked on four legs? She discussed the matter with Benny's parents and they came to

Benny was ecstatic and began right away. He entertained Bulls fans at Chicago Stadium from 1969 to 1994 and then United Center from 1994 to 2019. During this time, Benny established many long term friendships with various Bulls players and coaches, including Michael Jordan, Scottie Pippin, Phil Jackson, and Dennis Rodman (who added the purple streak to Benny's hair). In particular, as a young adult at age twenty-three, Benny began dating Belinda, a sweet cow from a neighboring farm of Old McDonald's. Their relationship grew in intimacy and love to the point where Benny was even willing to sacrifice his spare time, in which he use to reserve for practicing basketball shoots, with her. They ended up marrying when Benny was twenty-six in the year 1977.

As Benny entered middle age, he experienced a great sense of generativity. Benny and Belinda Bull gave birth to two cows and one baby bull (from oldest to youngest: Beatrice, Billy, and Bertha) that they lovingly guided through life. Furthermore, Benny felt personally fulfilled by his work; he felt as if he was able to contribute to society by providing entertainment while, at the same time, doing what he loved. Benny also saw his growing fame as a way to better society by bringing awareness to causes that he felt strongly about. For instance, Benny became a member of the Bulls' All-Star Reading Team, appearing in various Illinois schools to promote literacy and stress how important education is.

Unfortunately, Benny had a mid-life crisis, acting completely out of character, which manifested in a single event at the age of fifty-five. On July 2, 2006, Benny made an appearance at the Taste of Chicago food festival riding a miniature motorcycle. However, Benny forgot to get a permit to do so. A police officer asked Benny to stop but

he refused. Once the police officer caught up with him, Benny tired to punch him in the face and ended up breaking the officer's watch and glasses which had fallen to the ground. Benny was charged with battery and failure to obtain a permit. Yet, Benny was repentant, claiming that the policeman looked like a mean farmer who once came over to Old McDonald's farm and complained about Benny's father taking away his insurance agent's customers with his Farmer's Insurance policies. Additionally, Benny admitted to feeling sadden that some of his basketball skills were starting to slightly fade compared to the younger Bulls recruits; he is still not quite sure why he took out his sadness in the form of anger to the officer and expressed his deep regret for the incident over and over again. When Benny apologetically offered to pay to fix the officer's glasses, the kind policeman dropped charges against the extremely thankful bull.

Besides this one instance, Benny lived a very charitable and prosperous life. After retirement in 2019 at age sixty-eight, Benny remarked how happy and productive his life had been. As he aged, he developed a sense of integrity derived from his multiple lifetime accomplishments.

Tragically, Benny's good heart is what killed him in the end. Benny was a strong advocate for the Special Olympics and annually would take part in the "Polar Plunge". This is when individuals raise money for the Special Olympics by pledging to jump into the freezing waters of Lake Michigan usually in early march. Let us just say that at age eight-four, Benny took his last plunge. The fact that he defied his doctor, who was concerned with his declining health, and decided to hop into the icy water, never to surface again, perfectly displays Benny's benevolence. Chicagoland's furry friend will be most sadly missed.

the consensus that they should not discourage Benny's bodily kinesthetic intelligence but instead channel it toward a sport, like soccer, that Benny could perform on four legs. Although Benny still loved basketball beyond all other activities, he was nonetheless excited at the idea of being on a pre-K school soccer team; joining the team further helped Benny take initiative.

Through elementary school, Benny proved to be a hard worker, enjoying chances to hoof-paint, count and add eggs in the henhouse, and read, his favorite books being *Babe* and *Charlotte's Web*. Betsy and Bernard constantly encouraged their son in his academics and admired his artwork. Likewise, his teachers throughout elementary school, including Ms. Goat, Mr. Horse, and, his favorite teacher, Miss Piggy, all prompted him to succeed in school, further improving his self-confidence. Benny also was an industrious young bull, making sure his work was completely finished before practicing his soccer moves or playing with the now slightly deflated barnyard basketball from Mikey.

However, when Benny entered middle school and his adolescent years, he became somewhat confused about the role he would be playing as an adult bull. He began experimenting with a wide range of activities to try to find out where he would best fit into farmland society. He first tired herding sheep with his friend Brittany Border-Collie but found himself to be too impatient with the sheep and quickly moved onto other activities. He had fun trying to squash grapes in the vineyard in an attempt to create his own wine making corporation, but, in the end, he only got chased out of the now trampled down garden of vines. Benny even thought it would be neat to bring back the old Greek gods, reinstating Greek religious beliefs that he had learned about in school but later

dropped this idea upon discovering that the Greeks sacrificed bulls to their gods.

Benny's role confusion continued through his later adolescence into high school. However, Benny soon began to realize that he was happiest when on the field, playing soccer with his teammates. Yet, no matter how much fun soccer was, Benny could not see himself pursuing soccer as a life-long career. He began trying various other sports throughout high school, but, all the while, his mind kept wandering back to the long deflated barnyard basketball and his dreams of being a basketball player. Secretly, Benny began practicing walking on his two back hooves and eventually, after months of intense work, accomplished this daunting task with poise and ease. Once he mastered walking and running on two legs, Benny attempted shooting a hoop. The moment he saw the ball go straight through the hoop, nothing but net, he knew he had found his identity in life: Nothing was holding him back now.

Benny graduated Bull Run High School in 1969 at age eighteen. As he entered into young adulthood, Benny got the biggest break of his life. In celebration, after graduation, Benny and some of his friends went to downtown Chicago. While they were walking through Grant Park, a basketball bounced next to the group from a nearby game. Ready to show off his new talent, Benny rose up on his back hooves, picked up the dull orange basketball, and threw the ball in a perfectly aligned shot towards the hoop. Swish! As Benny's friends cheered in awe, a man in a business suit came running up to him. It turned out that the man was the manager of the Chicago Bull's professional basketball team and he wanted Benny to be their new mascot!

Beyoncé Dead At 35

2/29/2016

[Edition 1, Volume 1]

Beyoncé Dead At 31 A Tragedy to Us All

It is with sad news that our beloved Queen, Beyoncé has died, she lived a glamorous life but it was tragically cut too soon when she performed at the Super Bowl half time show this year and died from the psychosis of dancing too much.

Beyoncé has been through

Autonomy vs. Shame and Doubt came just nine short year's later where lead singer Beyoncé with encouragement from those around her felt that she could go solo and handle being on her own. This stage is where her stardom grew. Beyoncé quickly grew and with that came more

"If you like it then you should have put a ring on it"

many stages in her life but perhaps the greatest stage she has performed on was Erik Erikson's Crazy Eight Tour. She first graced us with her presence on Stage 1: Trust vs. Mistrust in 1996, where her and her girl group Destiny's Child stole the show. Putting all their trust into their manager that they would be big stars and be able to do what they love and make incredible music. Stage 2:



encouragement to pursue new things, acting. Beyoncé proved herself to be a triple threat on Stage 3: Initiative vs. Guilt. Staring in movies such as, The Pink Panther, Obsessed, Cadillac Records, Dream Girls, and Austin Powers in Goldmember; Beyoncé was truly a force to be reckoned with. We quickly saw all her accomplishments grow on Stage 4: Industry vs.

Beyoncé

...



Inferiority, building up her credentials with 20 Grammy Awards won, 53 Grammy Nominations Beyoncé was taking the world by storm. She was the most talked about artist and her accomplishments made her a huge competitor in the industry. Beyoncé took the world by storm on the greatest stage of all, Stage 5: Identity vs. Role Confusion. Her surprise fifth self-named album, *Beyoncé* quickly hit the airwaves taking the world by storm. She had everyone singing along to "Drunk in

Love" every station you turned to was playing her songs. Perhaps her most interesting stage was Stage 6: Intimacy vs. Isolation, where she stepped out with hip-hop sensation Jay-Z publicizing their very private relationship putting her career to the side she became pregnant and had a Daughter, Blue-Ivy. Stage 7: Generativity vs. Stagnation was the tour that showed us Beyoncé as a person. Contributing to 31 charities and starting her own with former Destiny's Child groupmate, Kelly Rowland,

she helped future generations by donating to their charities and helping victims of Hurricane Katrina rebuild their lives. Her last stop on the final tour was Stage 8: Integrity vs. Despair. Beyoncé was a role model for young women everywhere; young girls wanted to be her. She lived a happy, productive, glamorous, booty-popping, accomplished life and had no regrets up until the day she passed. Beyoncé will always be remembered for being the Queen of the music industry.

Great work here
the story/stages!

Can I please have
a copy of this part?

6/1/20

Chicago Tribune

Home Alone

Week of February 29th- March 3rd
Written by: Kristina Ivancevic
Issued on March 3rd, 2016

Kevin McCallister
26th, August, 1980-



Kevin McCallister, 8-year-old son of Peter and Kate McCallister, and youngest of 5 children, was left home alone while his parents and his brothers and sisters went to France for vacation. His mother, Kate, had forgotten about him due to the fact that they overslept and almost missed their flight. However, Kevin has shared a wonderful story, and he showed great bravery and courage while being left alone for a week.

Home Alone (Continued...)

Level I: Pre-Conventional Morality:

As a 2nd grader, this is where pre-conventional morality is mostly seen. However, pre-conventional morality can be seen in some middle school students as well.

Kevin was at the age in which he did not understand a sense of who he is and what is morally right in society. He was only 8 so he was still learning how a sense of morality is.

Stage I: Punishment-Avoidance and Obedience:

Most people base their decisions on things that are beneficial for them. They do not take into consideration the feelings of others. They do not follow rules unless the most powerful individual makes them. The child is more likely to not follow rules when they feel as if they will not get caught.

Kevin McCallister goes to school as a 2nd grader, however, when out of school for holidays, he has the tendency to cause havoc at his home. He is the youngest of 5 children and was often picked on due to the fact that he was the smallest. His oldest brother, Buz, especially picked on him. Kevin retaliated, however, and acted out, mostly because he had craved attention. Kevin's breaking point was when his brother, Buz, ate his cheese pizza, knowing that cheese pizza was the only kind of pizza that he liked. Kevin became irate with Buz and tackled him, which resulted in drinks spilling all over the pizza, and their passports. Kevin was then punished for his actions and was made to sleep on the 3rd floor, which resulted in Kate forgetting to wake him while they went on their way to France for the holidays.

Stage II: Exchange of Favors:

Many can usually recognize that they are not the only ones who have to have their needs met. They form their ideas on wrong and right based upon how the consequences affect them as an individual.

Once Kevin realizes that his family is gone, he remembers his wish that he would never see them again and believes that he is the one who has made them disappear. At first, he is happy to be "free" from his family and views this as an opportunity to have the time of his life with no one telling him what and what not to do. Kevin then felt that it was acceptable to do whatever he had wanted and that is exactly what he did. He used the fact that his family was gone to his advantage and was ecstatic that no one would be there to yell at him and that his brothers and sisters were not there to pick on him. Most important, he got a lovely cheese pizza, just for him.

Home Alone (continued...)

Level II: Conventional Morality:

Conventional morality is seen mostly in Junior High students and also many High School students when they begin to discover a sense of self, and begin to understand more about the needs of others.

Kevin is a different story, however, because he is still only 8 years old, but by the 2nd day of him being alone, he began to understand more about social morality and society morality.

Stage III: Good Boy/Girl


Kevin makes his decisions based on how his actions will please others around him. He believes that in certain situations, it is okay to act out and misbehave, but only if it is for good reason.

After Kevin was left alone at home, he had then realized that he had to become "the man of the house" and realized that he had to take responsibility for all duties of the house. He then grasped the idea of him having to go grocery shopping for all the essentials; the milk, eggs and fabric softener. He goes into Buz's room and ransacks the whole room to find Buz's life savings to pay for the groceries. Part of this was also in revenge due to the fact that Buz was the one who picked on him the most. While looking for the money, Kevin also stumbled upon firecrackers, magazines and a picture of Buz's girlfriend...woof!



After he goes shopping, he realizes that there are 2 bad guys, Marv and Harry, that are planning to rob his home and he knows that he has to break the rules in order to defend his home from the bad guys. He plans out an elaborate heist to defend his home and sets up many booby-traps. Marv and Harry think they can outsmart Kevin because he is only 8 years old, but they fail to realize how smart he really is. Kevin knows that he has to be a bad kid and break the rules in order to help defend his home. Kevin ends up defeating Marv and Harry, and saves his home.

WANTED




THE WET BANDITS

Stage IV: Law and Order:

Kevin McCallister attempts to look at society for what is right and wrong. He can comprehend that having some sort of rules is appropriate and necessary in order to maintain the needs of society and he understands that he has to follow the rules.

Before Kevin McCallister defeated the dumb bad guys, Harry and Marv, Kate McCallister (mother of 8-year-old Kevin) called the Chicago Police Department from France and asked a policeman to go check on Kevin to make sure that he was okay. The police seemed very annoyed by her request but unwillingly obliged to her call for help. The policeman showed up at Kevin's home and knocked on the door, but Kevin was too frightened to answer, so the policeman said "there's no one home, the house looks secure; tell them to count their kids again". They showed very little interest in the safety of Kevin. However, when Kevin defeated and caught the Wet Bandits, the police showed up right away to make the arrest although Kevin essentially did everything for them. Kevin worked completely alone in capturing Marv and Harry and was left alone to come up with a plan for a whole week so he took the law into his own hands because he could not go to the police because they did not know that he was home alone and even if Kevin had told them that he was the one who defeated the bad guys, they would not believe him. Due to the fact that he could not tell the police, he took law and order into his own hands.



Home Alone (Continued...)

Level III: Post-Conventional Morality:

It is very rare that someone as young as Kevin McCallister was able to reach post-conventional morality at such a young age.

After Kevin went through all of these events, it had forced him to grow up at such a young age because he was all by himself. Because of this, he was able to reach post-conventional morality at a younger age. Although it was not fully developed, Kevin was very bright and very mature for his age.

Stage V: Social Contract

Kevin begins to comprehend that rules also mean to be able to compromise and make agreements with others about what constitutes as socially acceptable behavior and what is not. Rules must be used to maintain a society, make it run smoothly and remain consistent. Kevin also realizes that rules change once they cease to benefit society.

Kevin was a very brave, strong and courageous young boy who risked his safety trying to defend his home from two dimwitted home invaders. He also showed how much he loves his family by trying to protect their home while remaining safe. His courage was shown by what he had done and Kevin was very lucky to be able to have survived a robbery and beat the bad guys while only 8 years old.

Stage VI: Universal Ethical Principal:

There are only a few people that make it to stage 6 and those who do reach this stage try to grasp the few important universal principals. These include righteousness and egalitarianism as well as Kevin's self-worth. These people, such as Kevin, have the capability to respond to a powerful inner self and may challenge laws that they believe violates their personal ethics.

Although Kevin was only 8 years old, he was able to display justice when it came to his family. He showed how courageous he was with his actions. Kevin had defeated the bad guys because he felt a commitment to defend his home and his family. It is unheard of that such a young boy would be able to do such great things. Kevin has such a big heart and it was shown by how he put himself at risk to protect his family and to live up to the standards of what it really means to be "the man of the house".

Where is Kevin McCallister Now?

Many have been wondering where Kevin McCallister has disappeared to, and they have the right to know.

Kevin McCallister has changed very much after being known as the childhood hero. He was tired of being in the spotlight for his actions that happened many years ago. He wanted to change who he was and wanted to be someone different than the sweetheart that he had been at 8 years old.



Unfortunately, this is the sad truth. A child who was once so caring and loving has changed his life for the worst. Kevin McCallister grew up being praised for his courageousness defending his home, and he became sick of it. His constant praise had turned him into someone else. It is such a shame that Kevin had to end up like this.

What happened to you, Kevin McCallister?

*Excellent, creative
integration of
stages/story!*

It is with great sorrow and regret that I write with the fact that Kim Kardashian, 32, has passed away on Sunday October 7, 2012. Kardashian, enjoying her sports car's speed, crashed into a telephone poll late Sunday evening. No outsider was harmed. Kardashian died on impact. There will be two services for Kardashian: a private ceremony for family and close friends and a public memorial. These dates will be announced later in the week.



Kris Jenner, Kardashian's mother, has written out her speech and has graciously allowed the media to produce it. Here is Kris Jenner's speech:

"Kim was mine and Robert's second daughter, our first and her older sister, Kourtney. Kim brought light to our world. Kim grew up in a loving and caring household. Robert and I did everything we could for her. When Kimmy reached the age of 3, we sent her to preschool. And like most children, Kim had quite the active imagination. Kim would get in trouble at school, but blame it on her imaginary friend. One of my favorite stories would be when Kimmy thought it would be funny to mess with the Preschool Teacher, Mrs. Burnes. Kimmy covered her hands in green paint and asked Mrs. Burnes for a hug. Poor Mrs. Burnes didn't know what was coming. Kimmy left two little green handprints on Mrs. Burnes behind. The kids all laughed and made fun of Kim. But when asked if Kimmy did it, she blamed it on Leroy, her Teacup Pig Imaginary friend. My little Kimmy loved Leroy and he sure did get her in a lot of trouble.

"Later in elementary school, Kimmy not only grew in size but also grew in maturity level. You see, she had to because I was blessed with my children, Khole and Robert Jr.. Kimmy knew she had to start acting my like a big sister and not like the younger one she was to Kourtney. Kim, Khole and Kourtney would play all day long with each other. When my husband passed away, the family bonded even tighter than I knew was possible. The sister's would play what they called "family". Here was when I realized just as mature little Kimmy was becoming. She would help Khole and Kourtney with whatever they needed as long as she got an award as well. It was more of a deal than anything else. Kourtney taught Kimmy the importance of keeping a promise and used Khole to help her in real life situations with deals.

"As Kimmy grew up and became ready for Middle School, it was clear I raised quite the little Teacher's Pet. Kourtney and Khole would come home saying how Kim was being made fun of in classes by her peers because she was always trying to help her teacher or do anything and everything to help them. I didn't believe my daughters because I knew no one in their right mind would make fun of my little Kimmy. She's perfect. But the day I believe Kourtney and Khole was when I got a phone call from school saying that Kim was sick. Kimmy never got sick. I picked her up from the nurse station and on the way home she told me she wasn't really sick, she just didn't want to be at school anymore because the kids were mean. I didn't know what to do. But Kimmy stuck it out and continued to go to school like the strong, independent woman she was.

"In high school Kimmy learned the hard way about the importance of society. She learned that there were rules you just don't break no matter how insane they were. Kimmy just turned 16 and Bruce and I decided to get Kimmy her first car for her Sweet Sixteen. She was driving near a school zone, you know when you are supposed to decrease speed, and well Kimmy didn't follow that, because as we have seen Kimmy liked going fast. Well Kim approached a crossing lane and had to slam on her breaks because there was a small child crossing that she didn't see. Thankfully neither of them got hurt, but Kim sure did learn her lesson about following society rules, or at least I thought she did...

"When Kim got older she befriended Paris Hilton. Paris got her in the media spotlight as we all know about her little mishaps. Kim learned what appropriate behavior is when in the media's eyes, but as we all know, did not care to follow those rules. Kimmy sure did march to the beat of her own drum. She did whatever she wanted. Her first marriage was to Damon Thomas from 2000 to 2003. As we all know Damon Thomas was part of a production duo called The Underdogs. This marriage did not last for reasons I do not wish to get into, and Kim and Damon parted ways. Later on Kim found who she thought was the love of her life, Kris Humphries. They were married for the best 72 days of her life. It did not work for them and they parted ways as well. Kim knew this wasn't what many would call appropriate behavior but when Kim fell in love she really felt it, and wanted to spend her life with the object of her affection even if deep down we all knew it wouldn't work. She finally realized who her heart really wanted and that was Kanye West. They were dating and thinking about living together at the time of her death.

"If Kimmy would have made it longer than what she had, I know that she would have reached her life goal of creating equality for all people. Kimmy was a big advocate for people to be who they are with no judgment which she showed in the way she lived her life. If she didn't agree with a rule that society

decided then she wasn't going to put up with it and expected others to follow her in footsteps. Kimmy had strong personal skills that I wished she would have had more time to show the world. I will always miss my favorite daughter and I wish that the world will see that she was a good person that was taken away from us too soon in time. Thank you"

The New - New York Times



The Late-Night Obituary

In Memoriam of Lady Gaga (1989-?)

It is with great sadness that we mourn the passing of Lady Gaga, to her planet starship. She was taken away on Tuesday, October 4th, 2081, or died in a vat of chocolate pudding at a performance. No one can be sure.

Her first act of art was in legend to be when she put a spoon of spaghetti on her head and called it, "MAAMA." **Fearful, and obedient, the young Lady Gaga stopped the act to avoid punishment.**

Lady Gaga went on to grade school, high school, and college, suppressing the masterful art described from her illustrious and meaningful childhood. **After college, she began to look for ways to do what she loved (being human art) and ways of achieving that.** Sometimes these ways involved frogs on leashes, setting fire to cotton candy, and doing tarot card readings for turtles, but most of the time, ways of **sustaining her career involved trying to make a living in money, or what Gaga**

called, "The green starships of greed-beasts."

Later, Gaga confronted great diversity in the Dark Ages of the early 2010's for being too stellar for the mother-earth. **She combated non-conformity by turning herself into the model to be conformed into.** She set her own standards of how to act, as well, giving herself a "good girl" image while maintaining her monsterhood. **In terms of authority, Lady Gaga obeyed the law, humbly, as a visitor to the strange earth.** She made a pact with herself to respect this new planet she came to, despite how they would get in her way of painting several-hundred minks pink for her St. Patrick's Day concert. **She did this not out of law, but out of her art-filled love for humanity.**

When remembering Lady Gaga, we will remember her for instituting the society we have today, in 2081, and wish her the best of travels on her starship...or vat of chocolate pudding, whatever the case may be.

wow-very vivid!

50

Erikson's Eight Stages of Psychosocial Development

Monroe, Madilyn

Madilyn Monroe, age 43, beloved former wife of Arthur Maller and former wife of Joe Damaggio, of Hollywood, CA., passed away on August 5, of unknown circumstances. Due to her unstable family life as an infant she was quite often described as insecure and mistrustful. She learned that those adults around her could not be depended upon. (Stage 1 – Basic Trust vs. Basic Mistrust) Her constant movement from one foster home to the next, during her toddler years, did nothing to foster a healthy stage of autonomy. Her uncertainty of those adults who were to be charged with her care caused her to rely heavily on the aid of strong male role models, in her later adult years, to solve life difficulties. (Stage 2 – Autonomy vs. Shame). Perhaps this was one of the reasons for her multiple marriages. After moving back to mother's quarters, as a toddler and then bouncing back to a new foster service, Madilyn never was able to receive the encouragement and support from those adults that were in charge of her care.



During her preschool years she was often thought of as being foolish and exasperating, she was left to develop feelings of guilt about her own needs and desires. Having never been nurtured in these areas she never developed the initiative for independence in developing her own activities and choices. (Stage 3 – Initiative vs. Guilt)

Madilyn was never viewed as clever little girl in grade school. She was self-conscious and afraid of being ridiculed. She enjoyed parts in school plays; she was always seeking confirmation of her talents and felt

inadequate of her attempts in elementary school. (Stage 4 – Industry vs. Inferiority)

Where Madilyn really began to shine was in her adolescence. She loved to try on "different hats" and play different personalities from day to day. She found many of her peers accepted her for these different roles and had difficulty coming to grips with her personal identity. (Stage 5 – Identity vs. Role Confusion) Because of her lack to develop a sound personal identity, she had difficulty in establishing personal relationships with friends and lovers. Madilyn was always searching for approval from her acting coaches and directors. Because of her feelings of inadequacies, she had often turned to drugs and alcohol abuse. Bouncing from one failed relationship to another left her with feelings of desolation. (Stage 6 – Intimacy vs. isolation) During the last few years of her life, Madilyn often reflected on her accomplishments. She was often discouraged by the lack of work offered to middle aged actresses and commented regularly on how her acting career was coming to a stand still. (Stage 7 – Generativity vs. Stagnation)

Perhaps if Madilyn could have lived until her golden years she could have seen the accomplishments in her acting career. She might have realized that her husbands and acting coach felt great love and devotion for her. She might have been able to move out of the spot light and found the wonderful woman that she truly was. (Stage 8 – Integrity vs. Despair)

Miss Monroe had a private memorial service with close family members and friends. In lieu of flowers all donations should be forwarded to The Foundation for Misfits, Los Angeles, CA.



Maya Angelou, born Marguerite Annie Johnson on April 4th, 1928, was an celebrated poet, author, educator, actress, actress and civil rights activist.



Maya Angelou

"I can be changed by what happens to me. But I refuse to be reduced by it."

Sources:
www.mayaangelou.com
www.biography.com



Life of the Caged Bird



When she was a child her parents split up and she was sent to live with her grandmother in Stamps, Arkansas. Here her grandmother, Mrs. Annie Henderson, was able to be a loving caregiver despite growing up in a place that represented "the American south and its practice of brutality and racial discrimination". Despite harsh surroundings she was able to build a sense of trust due to her grandmother's dedicated care. However, at the age of 7 Angelou was raped by her mother's boyfriend on a visit. Later her uncles killed the man as vengeance for his crime. She was traumatized by the experience and on returning to her grandmother spent years in silence. Due to this experience she shut herself off from the world in fear and mistrust (Stage 1: **Trust v. Mistrust**).

Her beloved grandmother taught young Angelou Christian principles of "love and respect while exhibiting examples of independence and courage". This allowed Angelou to build up autonomy and initiative (Stage 2: **Autonomy v. Doubt & Stage 3: Initiative v. Guilt**). She was also encouraged to succeed by Mrs. Annie through her many talents. By looking up to her role model, Angelou was able to become industrious about her life aspirations and goals. Thank to hard work and perseverance, When Maya Angelou entered her teen years she earned a scholarship to study dance and acting at the California Labor School (Stage 4: **Industry v. Inferiority**).

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."



Adolescence

Maya Angelou went to study dance and drama in California. She dropped out at 14 to become on Francisco's first African-American female cable car conductor.

During these years she began to develop her identity (Stage 5: **Identity v. Role Confusion**). She loved the performing and fine arts. These events ended up having a strong impact on the amazing literary life she became later in life.

Young Adulthood

Angelou was thrust into adulthood early when she gave birth to her son, Guy, a few weeks after her high school graduation at the age of 16. Still she was able to form intimate relationships with the rappers, poets, and musicians she ended up working with in her 20s. She learned self-sacrifice as she worked multiple jobs and continued her education in order to provide for her son. In 1952 she wed a Greek sailor from whom she took her professional name, Maya Angelou, a shortened version of his surname and her childhood nickname (Stage 6: **Intimacy v. Isolation**).

Middle Age – Retirement

She gave back to society by providing her writing to future generations in 36 books and her poetry (Stage 7: **Generativity v. Stagnation**). She wrote from first hand experience with racism, single parenting, over-coming poverty, seeking higher education, creating wealth, living through and participating in the civil rights movement. She paved pathways not only for the African-American community, but for women of every color as well by speaking out on issues such as sexual abuse, teen pregnancy, and the expectations of a woman in American society.

In her elderly years she continued her work in Civil Rights and has also been widely recognized as a international ambassador for good will crossing lines of race and culture. President Barack Obama presented her the Presidential Medal of Freedom, the country's highest civilian honor in 2010. In 2014 she passed after a long, productive life (Stage 8: **Integrity v. Despair**).

In Loving Memory:

Olaf The Snowman

January 7, 2000 – January 7, 2014



Trust vs.
Mistrust

Autonomy
vs. Shame
and Doubt

Initiative
vs. Guilt

Industry
vs.
Inferiority

Identity vs.
Role
Confusion

Intimacy
vs.
Isolation

Generativity
vs.
Stagnation

Ego
Integrity vs.
Despair

*This is BEAUTIFUL work!
Can I please have a copy?*



On January 7th, 2014 I lost a great friend to me. Actually, he was more than a friend because I built this amazing character. At the age of five, my sister Anna and I built Olaf the snowman. Although, he had no parents and siblings, Anna and I were his family. We took care of him and played with him all day in the castle. We provided him with a nose, mouth, eyes, and hands that he was so amazed with.



Olaf had a mind of his own but with Anna's help he learned the skills of talking and walking. Using his senses that he had, he was able to succeed at communication and he was so loved. Olaf learned not only from us, but also from his experiences. I remember having to teach him how to walk so that he can play with us, and the first time he fell down a pile of snow and could not find the rest of his body, these are times we always talked about as we grew up!



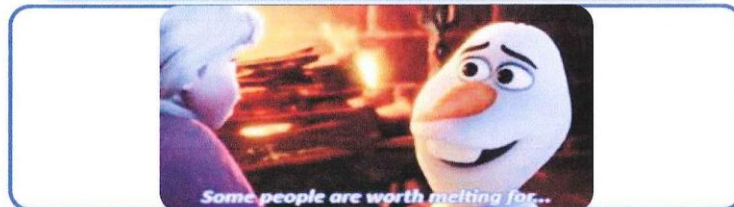
Independence to Olaf was something he was always familiar with. We were able to join him the first few years of his life, but later on Anna and I were becoming very distracted and busy. It seemed to us that Olaf had plans of his own. He always dreamt of summer and what it would be like to live a day in the warm weather. We knew he would try it one day from how curious and independent he was! None of us wanted to kill his dream!



During this time Olaf and me were at two very different points of our life. I was becoming a Queen and he was out there finding out who he is. I know that we had so much in common, because at one point Olaf was building himself at school, with people, and always on an adventure.



Years passed by and Olaf was becoming a snowman with many great qualities and was loved by all his encounters. When we finally met again after a few years my friend's were his friend's and vice versa. Everyone loved Olaf! He was such great company and always excited to meet new people. Something about his energetic personality that made me so drawn to him and knew that he was a unique character!



It was always clear to us that Olaf never had parents or siblings to look up to, but we knew he managed to find and give love to others around him. After everything my sister and I went through with Olaf he felt this connection that was so surreal. Anna will never forget when he told her "some people are worth melting for". This was one of the sweetest things that Olaf has ever told anyone. He had this affectionate side that Anna felt honored to share with him.



Although, Olaf never had children and was the youngest one out of us, he still managed to teach us life lessons. His wisdom was beyond amazing. People not only listened to his opinion, but they respected him for it. He had this magical perspective that is fair and blunt, which helped solve so many people's problems and allowed him to always be there for them.



Unfortunately, this is one of the saddest things I have ever written. However, it has seriously given me a chance to reflect and look back at Olaf's life as a well-lived 14 years. He allowed so many people to fullfill their lives in the best way ever, which to me that is a great accomplishment. I know deep down he had the feeling of satisfaction, because he knew what a difference he made. I do wish that Olaf never melted, but i will forever remember him as a best friend.

**Kohlberg Stage of Psychological Development:
Level 1: Preconventional Morality**

Stage 1: Punishment-avoidance and obedience

In this stage of development, the person makes decisions based on what will avoid punishment or earn praise. It is yet to be understood what actions are morally right and wrong, and obedience is sought through encouragement and reprimand.

Williams was often looked after by the house maid, and sought these reactions from her – his only primary caretaker.

Stage 2: Exchange of Favors

In this stage, a person will continue to base morals on reactions from authority figures, but will be more willing to empathize with the needs of others. Williams was very shy, but regarded as funny – he spent much of his time at home playing alone to avoid peer ridicule.

Robin Williams suffered from many years of addiction, stopping Cocaine usage after the death of a friend and the birth of his first child. He continued to seek rehabilitation for alcoholism until a few months before taking his life. His depression – first diagnosed after the death of said friend – fueled his addictions and overwhelmed him when diagnosed with early symptoms of Parkinson's disease. If you are struggling with any sort of illness or addiction, please seek help from a trusted source and /or person!

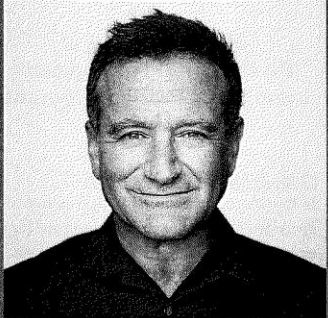
It is such a loss to be without one of the biggest comedic names in history.

Please be aware that everyone struggles in their own way, even if it is not visible to the eye.

Having trouble?
www.crisistextline.org/


Source:
<http://www.lifetimetv.co.uk/biography/biography-robin-williams>

KOHLLBERG



**IN LOVING MEMORY OF
ROBIN WILLIAMS**

July 25, 1951 –
August 11, 2014
Age: 63 Years



Created by:
Kelsie Winger

**Kohlberg Stage of
Psychological Development:
Level 2: Conventional Morality**

Stage 3: Good Boy/Good Girl

In this stage, a person will begin to make decisions based on what will improve his or her image in the eyes of others. Robin Williams was bullied as a child due to his weight, and decided to join wrestling, soccer, and track to overcome his bullies. He also found his love of humor by realizing that he could build relationships by being funny and unpredictable. He initiated his interest in drama at this stage as well.

Stage 4: Law and Order

In this stage, the person is more aware of moral standards and what actions are deemed appropriate for his or her own lifestyle. A person in this stage will not yet realize that the rules are flexible and moldable to the individual. Williams attended Claremont Men's College to pursue soccer and political science, as well as continued his hobby of acting.

**Kohlberg Stage of
Psychological Development:
Age Ranges**

Level 1:

Most commonly observed in preschool children, many elementary school children, some middle school children, and a few select high school students

Level 2:

Observed in few older elementary school children, some middle school students, and most high school students

Stage 4 is rarely achieved before high school

Level 3:

Mostly observed in adults, but can rarely be achieved in high school. Stage 6 is typically never achieved during a normal life

**Kohlberg Stage of
Psychological Development:
Level 3: Postconventional Morality**

Stage 5: Social Contract

In this stage, a person begins to understand that roles in society are easily pliable and rules have been designed to protect everyone in a society. In this stage, Williams discovered that his passion for acting heavily weighed out a simple "hobby" activity and left Claremont to pursue this career. He attended College of Marin and was accepted into Julliard School after just three years. He then left to live a life of comedic action, fell into drugs and alcohol addictions, and returned to a life of success in his later years.

Stage 6: Universal Ethical

This stage – so rarely achieved by any one person – is typically achieved when a person understands universal laws and develops morals based on his or her own conscience. It is not unexpected to see a person in this stage disregarding laws that go against personal beliefs. Williams was extremely aware of his problems and depression, but most likely did not yet achieve this stage.

*"You're only given a little spark of madness. you mustn't lose it"—Robin Williams
Death is nature's way of saying. "Your table is ready"—Robin Williams*