

11.2.1

Lesson 11

Introduction

In this lesson, students read and analyze the remainder of paragraph 9 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “In those sombre forests of his striving” to “threatening almost the obliteration of the Negro home”). In this excerpt, Du Bois explores African Americans’ “dawning” sense of “self-consciousness” (par. 9). Students engage in an evidence-based discussion to analyze how Du Bois weaves together and develops ideas introduced earlier in the text. Student learning is assessed via a Quick Write at the end of the lesson: How do two or more central ideas introduced earlier in the text interact or build on one another in this excerpt?

For homework, students add to their Ideas Tracking Tools. Additionally, students preview paragraph 10 and star each time they note the word *prejudice*. Students also box unfamiliar words and look up their definitions.

Standards

Assessed Standard(s)	
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How do two or more central ideas introduced earlier in the text interact or build on one another in this excerpt?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two or more central ideas introduced earlier in the text that interact and build on one another in this excerpt (e.g., the problem and self-consciousness). Analyze how two or more central ideas interact or build on one another in this excerpt (e.g., As African Americans came into “self-consciousness” (par. 9), they strove to uncover and examine the “social degradation” (par. 9) they endured in order to understand their experiences on their own terms. African Americans began to discover that white Americans had hidden the true nature of the reasons behind their “poverty,” “ignorance,” and “bastardy” (par. 9) by describing them specifically as a “Negro problem” (par. 9), or as a consequence of being African American. Du Bois suggests that self-consciousness allowed African Americans to understand that the so-called “Negro problem” (par. 9) was actually a widespread, long-standing societal problem in which the white world played a significant role.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> sombre (adj.) – gloomily dark; shadowy; dimly lit degradation (n.) – the act or process of damaging or ruining something sloth (n.) – the quality or state of being lazy shirking (n.) – the act of avoiding doing something that you are supposed to do bastardy (n.) – the act of generating a child born of unmarried parents systematic (adj.) – methodical in procedure or plan; marked by thoroughness and regularity defilement (n.) – violation of virginity chastity (n.) – the state or quality of being a virgin; the state or quality of being undefiled or stainless obliteration (n.) – destruction of [something] completely so that nothing is left

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> burden (n.) – something heavy that is carried hardships (n.) – pains and suffering awkwardness (n.) – the condition of lacking skill corruption (n.) – the act of changing something so that it is less pure or valuable

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, W.11.12.9.b Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 9 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 5% 60% 15% 5%

Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students analyze how Du Bois weaves together and develops the central ideas previously established in the text.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.5 to their Accountable Independent Reading (AIR) texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR texts from the previous lesson's homework.

Instruct students to take out their responses to the previous lesson's homework assignment. (Add to your Rhetorical Impact Tracking Tool, recording the figurative language analyzed in this passage.) Instruct students to Turn-and-Talk with a peer about the additions they made to their Rhetorical Impact Tracking Tools.

- 💬 See the Model Rhetorical Impact Tracking Tool at the end of the lesson.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of the remainder of paragraph 9 (from “In those sombre forests of his striving” to “threatening almost the obliteration of the Negro home”) of “Of Our Spiritual Strivings” by W.E.B. Du Bois.

- ▶ Students follow along, reading silently.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

What is the result of African Americans’ “dawning self-consciousness” (par. 9)?

Activity 4: Reading and Discussion

60%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

① This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Instruct student groups to read from “In those sombre forests of his striving” to “he must be himself, and not another,” and answer the following questions before sharing out with the class.

Provide students with the following definition: *sombre* means “gloomily dark; shadowy; dimly lit.”

- ▶ Students write the definition of *sombre* on their copies of the text or in a vocabulary journal.

Recalling “the journey” discussed in the previous lesson, to what does Du Bois refer in the phrase “his striving”?

- 💬 The “striving” that Du Bois describes in this sentence refers to African Americans’ experience with education, which gave them the time and space to think about their experiences and develop themselves through “reflection and self-examination.”

How does Du Bois describe “his striving”? What effect does Du Bois create with this description?

- 💬 Student responses should include:
 - Du Bois describes the “striving” or efforts as “sombre forests.”
 - This description creates a sense of loneliness and difficulty, suggesting that “his striving” is part of a journey or exploration that occurs in gloomy darkness and isolation in a large area of wilderness where it might be difficult to find one’s way.

- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

What do African Americans see in the “sombre forests”?

- 💬 African Americans see their “own soul r[i]se before” them, but they see this essence of themselves “darkly as through a veil.” Du Bois also says that African Americans began to see something important and strong in themselves, that is, “some faint revelation of his power, of his mission.”

Instruct students to return to Du Bois’s introduction of the idea of double-consciousness in paragraph 3, from “the Negro is a sort of a seventh son” to “that looks on in amused contempt and pity” (par. 3).

How does Du Bois describe the process of “revelation” in paragraph 3?

- 💬 The revelation in paragraph 3 occurs through “the other world.” When African Americans saw themselves through the white world’s revelation, they saw themselves the way white people saw them, with “amused contempt and pity” (par. 3).

How does Du Bois describe the process of “revelation” in paragraph 9?

- 💬 In paragraph 9, the revelation, though “faint,” occurred “in himself,” or within African Americans. Through this internal revelation, African Americans began to see in their souls their strengths and their calling.

How does Du Bois refine the idea of “revelation” in paragraph 9?

- 💬 Du Bois’s choice to return to the idea of “revelation” in paragraph 9 develops how Emancipation, the right to vote, and education helped African Americans to rise above the “contempt and pity” of white Americans. They are finally able to see themselves through their own eyes, and therefore begin to grasp their “power” and “mission.”

- ① **Differentiation Consideration:** If students struggle to understand the significance, consider asking the following scaffolding questions:

From where do the revelations come in paragraph 3 and paragraph 9?

- 💬 In paragraph 3, the “revelation” occurs through “the other world,” and the “faint revelation” in paragraph 9 occurs “in himself.”

What does each revelation expose?

- 💬 In paragraph 3, the revelation reveals “this sense of always looking at one’s self through the eyes of others” who “look[] on in amused contempt and pity.” In paragraph 9, “his power” and “his mission” are revealed “in himself.”

How does the description of the “revelation” in paragraph 9 connect to the idea of the veil?

💬 Student responses may include:

- The revelation is only “faint,” because African Americans still saw themselves “darkly as through a veil”: so the “veil” prevents them from seeing the full revelation clearly.
- The revelation is “faint,” because the veil has been partially lifted, or made more transparent as a result of the “dawning self-consciousness” that African Americans reached through education.

① **Differentiation Consideration:** If students struggle to draw the connection, consider asking the following scaffolding question:

How does the word “faint” affect the meaning of the word “revelation”?

💬 The word “faint” suggests that African Americans only began to have this revelation and could not see the full revelation clearly yet.

What must African Americans do in order “to attain [their] place in the world”?

💬 Du Bois writes that an African American “must be himself, and not another,” meaning that African Americans must be true to themselves, understanding and celebrating who they are instead of trying to change.

How does the phrase “be himself, and not another” connect to another central idea in the text?

💬 To “be himself, and not another” (par. 9) connects to the idea of “self-conscious manhood” that Du Bois describes in paragraph 4. Du Bois explains self-consciousness as “not bleach[ing] his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world” (par. 4), suggesting that self-consciousness includes being true to one’s self by embracing and celebrating one’s “power” and “mission” (par. 9) and not trying to mask one’s true self by assuming the identity of someone else.

① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

To what central idea in the text does the phrase “be himself, and not another” connect?

💬 To “be himself, and not another” (par. 9) connects to the idea of “self-conscious manhood” that Du Bois describes in paragraph 4.

① Consider encouraging students to use their Ideas Tracking Tool to help them answer the question.

- ① **Differentiation Consideration:** If students easily grasp the connection between “be himself, and not another” and self-consciousness, consider posing the following extension question to connect the ideas of self-consciousness and double-consciousness:

How does the “dim feeling” Du Bois describes relate to the idea of double-consciousness?

- 💬 Because the “dim feeling” that Du Bois describes is “dawning self-consciousness” (par. 9), or being true to one’s self (“be[ing] himself, and not another” (par. 9)), the solution to double-consciousness seems to be self-consciousness, or understanding oneself on one’s own terms rather than “through the revelation of the other world” (par. 3).

How does Du Bois refine the idea of “gaining and perfecting ... liberty” (par. 8) in the first two sentences of this excerpt?

- 💬 Du Bois refines the idea of “gaining and perfecting ... liberty” (par. 8) by saying that African Americans must have self-consciousness (“be himself, and not another” (par. 9)) in order “to attain [their] place in the world” (par. 9). Because Emancipation, “political power,” and ““book-learning”” (par. 8) did not result in African Americans reaching the promised land of liberty, Du Bois refines this idea by claiming that self-consciousness, an effect of “the journey” (par. 9) of education, is also necessary for “gaining and perfecting ... liberty” (par. 8).

- ① Consider reminding students of the connection they made between ““book-learning”” (par. 8) and “self-consciousness” (par. 9) in the previous lesson.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “For the first time he sought to analyze” to “partially masked behind a half-named Negro problem” (par. 9) and answer the following questions before sharing out with the class.

Provide students with the following definition: *degradation* means “the act or process of damaging or ruining something.”

- ▶ Students write the definition of *degradation* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *burden* means “something heavy that is carried.”

- ▶ Students write the definition of *burden* on their copies of the text or in a vocabulary journal.

What does Du Bois’s word choice suggest about how African Americans experience “social degradation”?

- Du Bois describes “social degradation” as a “burden he bore upon his back” and as a “dead-weight,” suggesting that “social degradation” is a heavy, difficult, and exhausting load that African Americans have carried.

Why did African Americans seek “to analyze the burden”?

- As African Americans came into “self-consciousness,” they strove to uncover and examine the “social degradation” that they endured in order to understand their experiences on their own terms, so that they could more fully realize their “power” and “mission” and “attain [their] place in the world.”

How does the meaning of the “problem” in paragraphs 1–2 help explain why the problem in paragraph 9 is called a “Negro problem”?

- In paragraphs 1–2, Du Bois develops the idea that people in “the other world” see him as “a problem” because of his skin color. In paragraph 9, Du Bois explains that the white world has named “social degradation” a “Negro problem,” which indicates that the white world believes that African Americans’ skin color is responsible for the damaging effects African Americans experience from carrying the burden of “social degradation.”

① Consider encouraging students to use their Ideas Tracking Tool to help them answer this question.

What is the impact of describing the “Negro problem” as “half-named”?

- By describing the “Negro problem” as “half-named,” Du Bois highlights the many reasons for this social problem that are not acknowledged. Since the white world views the effects of “social degradation” as a problem solely caused and faced by African Americans, African Americans understand that calling this specifically a “Negro problem” only “half-name[s]” the issue, because it does not truly address why African Americans experience this “burden” or the ways in which white Americans contribute to this problem.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “He felt his poverty; without a cent” to “threatening almost the obliteration of the Negro home” (par. 9), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *sloth* means “the quality or state of being lazy,” *shirking* means “the act of avoiding doing something that you are supposed to do,” *bastardy* means “the act of generating a child born of unmarried parents,” *systematic* means “methodical in procedure or plan; marked by thoroughness and regularity,” *defilement* means “violation of virginity,” *chastity* means “the

state or quality of being a virgin; the state or quality of being undefiled or stainless,” and *obliteration* means “destruction of [something] completely so that nothing is left.”

- ▶ Students write the definitions of *sloth*, *shirking*, *bastardy*, *systematic*, *defilement*, *chastity*, and *obliteration* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Provide students with the following definitions: *hardships* means “pains and suffering,” *awkwardness* means “the condition of lacking skill,” and *corruption* means “the act of changing something so that it is less pure or valuable.”
- ▶ Students write the definition of *hardships*, *awkwardness*, and *corruption* on their copies of the text or in a vocabulary journal.
- ① As this section of text contains material relating to the rape of slaves by white men and the cumulative impact of these individual actions on the larger African American community, consider establishing and modeling classroom norms and expectations for a respectful and critical academic discussion.

What comparison does Du Bois make between African Americans and their “neighbors”?

- 💬 Du Bois explains that African Americans “felt [their] poverty” because they did not have any money or resources; they were “without a home, without land, tools, or savings.” By comparison, their white “neighbors” had money and resources; they were “rich, landed, skilled.”

What does Du Bois suggest through this comparison?

- 💬 Student responses may include:
 - Through this comparison, Du Bois makes a connection between race and “poverty.” The problem of “poverty” is not the problem of individual African Americans; rather, it is a widespread social problem that is exaggerated by how much white Americans have in comparison.
 - Through this comparison, Du Bois suggests that poor African Americans struggle more than poor white Americans, because “to be a poor race in a land of dollars is the very bottom of hardships.”

How does Du Bois explain the effects of “ignorance”?

- 💬 Student responses may include:
 - The explanation of “ignorance” as having “accumulated” over the time “of decades and centuries” suggests that the problem is not just an individual African American not knowing “letters,” “business,” or “humanities”; rather, the problem has affected the whole African American community over a long period of time.

- The description of “ignorance” as a “weight” that has “shackled his hands and feet” suggests that the problem of ignorance was not a choice for African Americans; rather, “ignorance” was forced upon them and locked them in place, making it nearly impossible for African Americans to educate themselves.

① Consider reminding students of the work they did with the phrase “compulsory ignorance” (par. 8) in the previous lesson.

What imagery does Du Bois use to describe the effect of “two centuries of systematic legal defilement of Negro women”? What is the impact of this imagery?

💬 Student responses may include:

- Du Bois uses the image of a “red stain of bastardy,” which creates the impression that the rape of “Negro women” by “white adulterers” is a permanent mark that cannot be removed.
- Du Bois describes the “red stain of bastardy” as being “stamped upon his race,” which emphasizes the violence and dehumanization of “two centuries of systematic legal defilement of Negro women” by “white adulterers.”
- Du Bois describes the result of “two centuries of systematic legal defilement of Negro women” as “the loss of Ancient African chastity.” This image indicates that the “white adulterers” ruined the virginity of African American, forever tainting African Americans’ identity.
- Du Bois uses the image of a “hereditary weight of a mass of corruption” to describe the result of the “white adulterers[’]” rape of “Negro women,” which indicates that the African American community continues to carry the burden of this violation of their African ancestry through the generations.
- Du Bois uses the image of “white adulterers” “threatening almost the obliteration of the Negro home” to emphasize that white men’s “two centuries of systematic legal defilement of Negro women” threatens the stability and continued existence of African American families and the African American community.

How does Du Bois refine the meaning of “social degradation” in this excerpt?

- 💬 Du Bois details the three examples of “poverty,” “ignorance,” and “bastardy” to explain the damaging effects of “social degradation” on African Americans. Du Bois’s examples of “poverty,” “ignorance,” and “bastardy” show that these problems are not those of individual African Americans; rather, they are “social” problems. African Americans as a group endure these problems and the white world has had a role in either making these problems worse or creating them in the first place.

How does Du Bois further develop the idea of the “problem” (par. 1, 2, 6) in this excerpt?

- ☞ Until this point in the text, Du Bois applies the word “problem” (par. 1–2) to himself to describe how the white world perceives his difference and uses the term “social problem” (par. 6) to describe the struggles of African Americans after Emancipation. In this excerpt, Du Bois develops the idea that white Americans saw the problems of “poverty,” “ignorance,” and “bastardy” that African Americans faced as a consequence of their skin color, and so excluded themselves from the blame by naming these issues a “Negro problem.” By explaining that “poverty,” “ignorance,” and “bastardy” are all widespread, long-standing societal problems in which the white world played a role, Du Bois demonstrates that calling “social degradation” a “Negro problem” only “half-name[s]” it and hides the true causes and complications of the problem.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write**15%**

Instruct students to respond briefly in writing to the following prompt:

How do two or more central ideas introduced earlier in the text interact or build on one another in this excerpt?

Instruct students to look at their annotations, notes, and Idea Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing**5%**

Display and distribute the homework assignment. For homework, instruct students to add to their Ideas Tracking Tools, recording at least one new idea.

Additionally, instruct students to preview paragraph 10 (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”). Direct students to star each time they note the word *prejudice*. Students should also box any unfamiliar words and look up their definitions.

Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

- ▶ Students follow along.

Homework

Add to your Ideas Tracking Tool, recording at least one new idea.

Preview paragraph 10 (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”) of “Of Our Spiritual Strivings” and star each time you note the word *prejudice*. Also, box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

Text:	"Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- **Rhetoric:** the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and in particular, persuade readers or listeners
- **Point of View (an author's opinion, attitude, or judgment):**
- **Purpose (an author's reason for writing):**

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader's mind	"pillar of fire by night after a clouded day" (par. 8)	This image of education as a guiding light emphasizes Du Bois's point of view that "book-learning" (par. 8) provided African Americans with new inspiration, since gaining the right to vote, the old "pillar of fire" (par. 8) did not guide African Americans towards the freedom they sought.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Metaphor: a type of figurative language used to show or create a similarity between ideas or things that seem to be unrelated	“mountain path to Canaan” (par. 8–9)	<p>Du Bois’s description of “the faltering feet” (par. 9) of those who are learning contributes to the power of the text because it indicates the difficulty of African Americans’ tireless struggle to educate themselves.</p> <p>Du Bois’s use of the words “faithfully” and “piteously” (par. 9) contribute to the power of the text because they emphasize that African Americans were dedicated to the process of “‘book-learning’” (par. 8) even though it was difficult.</p> <p>Du Bois’s description of the process of “‘book-learning’” (par. 8) as “weary work” (par. 9) contributes to the power of the text because it emphasizes the difficulty of this process.</p> <p>Du Bois emphasizes how slow and difficult the experience of “book-learning” (par. 8) was by describing that African Americans made “inches of progress” (par. 9), which is a very small unit of measurement. This contributes to the power of the text because it highlights African Americans’ dedication to their goal, even though the process took a long time.</p>
Metaphor	“highway of Emancipation and law” (par. 8)	<p>Du Bois compares the image of the “highway of Emancipation and law” to the image of the “mountain path to Canaan” (par. 8). This comparison contributes to the persuasiveness of Du Bois’s claim that education helped African Americans achieve self-consciousness because it emphasizes that, unlike the quick and direct “highway of Emancipation” (par. 8) and the right to vote, education was a slower and lengthier path to liberty, but one that would eventually lead African Americans to a higher place or</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
		“heights high enough to overlook life” than Emancipation or the right to vote (par. 8).
Metaphor	“the child of Emancipation to the youth with dawning self-consciousness, self-realization, self-respect” (par. 9)	Du Bois’s metaphor of a “child” growing into a “youth” (par. 9) further develops his point of view that education helped African Americans move towards “self-consciousness, self-realization, self-respect” (par. 9), which is a place that Emancipation and political power could not take them. However, the metaphor also shows that education was a necessary step toward “self-consciousness” (par. 9) as a child grows into a youth through education.