

Informational Text Structures

Section 14.2 Order



Key Terms 14.2

- **Chronological order** – a type of sequential order in which time is a key element in what occurred
- **Order of importance** – the organization of details in the order of their importance
- **Procedural order** – a type of sequential order that gives the sequence of steps in a process
- **Sequential order** – the organization of information in a consecutive order when order matters
- **Spatial order** – organization of the description of items according to their position or closeness to each other

Sequential Order

When information must be presented in a consecutive, logical way so that it makes sense, an author will present the information using **sequential order**. Common transitional words that authors use to show order include *first, second, now, until, next, then, when,* and *finally*, but you may see others as well. When you see these words, they are a clue that the author is organizing information in sequential order, and they may indicate the overall text structure as sequential.

There are two types of sequential order: chronological and procedural. Take a closer look at each of these.

Chronological Order

Chronological order is a type of sequential order in which events are organized by the *time* in which they occurred. This type of order is used only when the passage of time is a key element.

Read the following excerpt that uses chronological order. When you have read it once, reread it and annotate. In your margin notes, identify and paraphrase each event given in the paragraph and number them in the order the events occur. Underline the transitions that the author uses.

excerpt from *The People of the Abyss*
by Jack London, 1902

Chapter XXIII—The Children

He tells of a member of his congregation who let [rented] a basement room to a married couple. “They said they had two children; when they got possession it turned out that they had four. After a while a fifth appeared, and the landlord gave them notice to quit [to move]. They paid no attention to it. Then the sanitary inspector who has to wink at the law so often, came in and threatened my friend with legal proceedings. He pleaded that he could not get them out. They pleaded that nobody would have them with so many children at a rental within their means, which is one of the commonest complaints of the poor, by-the-bye. What was to be done? The landlord was between two millstones. Finally he applied to the magistrate, who sent up an officer to

continue

Section 14.2, continued

Order

inquire into the case. Since that time about twenty days have elapsed, and nothing has yet been done. Is this a singular case? By no means; it is quite common.”

The events in the previous paragraph are presented in chronological order, the actual order in which they occurred. You should have identified, paraphrased, and numbered the events as follows:

1. The married couple told their landlord that they had two children.
2. The landlord then found that they had four children.
3. The couple was next found with having a fifth child.
4. The landlord gave the couple notice to move.
5. The couple paid no attention to the notice.
6. A sanitary inspector threatened the landlord with a law suit because of his renters.
7. The landlord told the inspector that he has been unable to get them to leave.
8. The couple said they could not find an affordable place to rent.
9. The landlord went to the magistrate.
10. The magistrate sent an officer to look into the matter.
11. Twenty days later, nothing had been done.

Notice that each event is given, one after another, in the order it occurred. You should have underlined the following transitions: *when*, *after a while*, *finally*, *since that time*. Notice how these transitions link one idea to the next and indicate the order in which these events occurred.

Example 1: What is the author’s purpose for using chronological order in this excerpt?

An author uses chronological order to recount events in the order they occurred, so the general purpose for using this type of order is to inform or to recount what has happened. In this excerpt, the author recounts a series of events regarding a landlord and a family with several children. The author’s overall purpose in this excerpt is to illustrate the situation in which poor families with multiple children find themselves. The author uses chronological order to tell a story that illustrates this problem.

Procedural Order

Procedural order (sometimes called *process order*) is a type of sequential order that gives the steps in a process. This type of text structure is easily recognizable because the text is written in steps that are to be followed. Common types of information written in procedural order are recipes, lab instructions for a science experiment, or instructional manuals for putting something together. In all of these cases, the reader is to finish step one before beginning step two, etc. Have you ever watched a family member try to put together a child’s swing set and insists that he or she doesn’t need to follow the instruction manual? The results are seldom exemplary!

When using procedural order, an author may organize the information into a list of steps. Although a list can be used in different text structures, you should always consider whether it is being used to show order.

Read the following excerpt that uses procedural order. When you have read it once, reread it and annotate. Identify, paraphrase, and number the steps that are given. Underline any transitional words or phrases.

Persuasive and Argumentative Texts

Section 15.4 The Use of Rhetoric



Key Terms 15.4

- **Ethos** – an appeal to the sense of credibility
- **Logos** – an appeal to logic and reason
- **Pathos** – an appeal to emotions
- **Propaganda** – information, often false or misleading, used to influence people’s opinions or beliefs
- **Rhetoric** – the art of using language effectively and persuasively
- **Rhetorical device** – figurative language; a use of words for their specific effect on an audience

You have seen many times throughout this book that the purpose of speech or written text is to share information with an audience. Regardless of the type of text, an author communicates a specific viewpoint. Persuasive and argumentative texts, however, go a step further. In these types of texts, the author or speaker seeks to influence the audience, either to believe in the presented position or to make a decision based upon the presented information.

Rhetoric

Rhetoric is the art of using language in an effective and persuasive way. The author of persuasive or argumentative text will use rhetoric to accomplish the desired purpose of influencing the audience. Rhetoric can be divided into three categories: ethos, logos, and pathos.

Categories of Rhetoric

- **Ethos** appeals to a sense of credibility.
- **Logos** appeals to logic and reason.
- **Pathos** appeals to emotions.

In crafting these appeals to credibility, logic, and emotions, authors use specific rhetorical devices. A **rhetorical device** is another term for figurative language. It is a use of words for their specific effect on an audience. In Section 4, you reviewed many of the common types of rhetorical devices, including figures of speech, imagery, and sound devices. Knowing the specific names of rhetorical devices is not nearly as important as recognizing how language is being used for a specific effect. Consider how the following common rhetorical devices can be used for the purpose of persuasion or argument.

- *Allusion* can be a powerful component of creating credibility (ethos) because it is a reference to a person, place, or event that would be known to the reader. Allusion establishes credibility by linking the presented position or claim to something or someone already established.
- *Analogy* can be effective in developing logic (logos) by using the extended metaphor to make comparisons between the author’s claim and an established fact.

Section 15.4, continued The Use of Rhetoric

- *Hyperbole* (or *exaggeration*) is very common in persuasive writing and speaking. Usually hyperbole is an appeal to the emotions (pathos) because exaggeration is neither credible (ethos) nor logical (logos).
- *Imagery* can create multiple appeals. Through lively descriptions, the author can bring to life the logic of the position, the credibility of it, or its emotional appeal.
- *Irony* appeals to the emotions (pathos). An author may use irony in the form of sarcasm or satire to have the audience view the points through eyes of incredibility. He or she attempts to sway the audience to see the ridiculous aspects of the situation.
- *Repetition* reinforces the importance of a specific point. Depending upon what the appeal is, it can strengthen the impact of that point.

Read the following excerpt from a letter that President Theodore Roosevelt wrote to his son Ted at boarding school. Ted has been told that he has not made “second squad” of the football team. He wrote a letter to his father, perhaps asking his father to intervene on his behalf. In the following response to his son, President Roosevelt uses several rhetorical devices. The annotations for these are given to you. Consider how President Roosevelt uses these rhetorical devices to persuade his son. Feel free to add your own notes to the given annotation.

excerpt from a letter President Theodore Roosevelt wrote
to his son Ted at boarding school

White House, Oct. 4, 1903

DEAR TED:

- 1 In spite of the “Hurry! Hurry!” on the outside of your envelope, I did not like to act until I had consulted Mother and thought the matter over; and to be frank with you, old fellow, I am by no means sure that I am doing right now. If it were not that I feel you will be so bitterly disappointed, I would strongly advocate your acquiescing in the decision to leave you off the second squad this year. I am proud of your pluck, and I greatly admire football—though it was not a game I was ever able to play myself, my qualities resembling Kermit’s rather than yours. But the very things that make it a good game make it a rough game, and there is always the chance of your being laid up. Now, I should not in the least object to your being laid up for a season if you were striving for something worth while, to get on the Groton school team, for instance, or on your class team when you entered Harvard—for of course I don’t think you will have the weight to entitle you to try for the varsity. But I am by no means sure that it is worth your while to run the risk of being laid up for the sake of playing in the second squad when you are a fourth former [junior], instead of when you are a fifth former [senior]. I do not know that the risk is balanced by the reward. However, I have told the Rector that as you feel so strongly about it, I think that the chance of your damaging yourself in body is outweighed by the possibility of bitterness of spirit if you could not play. Understand

Allusion to Kermit, Ted’s younger brother. Implies that Kermit and his father are possibly not as physically strong as Ted. Ted would understand this allusion.

Imagery and idiom - uses a visual image of being “laid up” or badly injured.

Repetition - Father repeats the idea of “risk” to emphasize that the risk of being injured may not be worth being on the second string squad.

continue

Section 15.4, continued
The Use of Rhetoric

me, I should think mighty little of you if you permitted chagrin to make you bitter on some point where it was evidently right for you to suffer the chagrin. But in this case I am uncertain, and I shall give you the benefit of the doubt. If, however, the coaches at any time come to the conclusion that you ought not to be in the second squad, why you must come off without grumbling.

2 I am delighted to have you play football. I believe in rough, manly sports. But I do not believe in them if they degenerate into the sole end of any one's existence. I don't want you to sacrifice standing well in your studies to any over-athleticism; and I need not tell you that character counts for a great deal more than either intellect or body in winning success in life. Athletic proficiency is a mighty good servant, and like so many other good servants, a mighty bad master. Did you ever read Pliny's letter to Trajan, in which he speaks of its being advisable to keep the Greeks absorbed in athletics, because it distracted their minds from all serious pursuits, including soldiering, and prevented their ever being dangerous to the Romans? I have not a doubt that the British officers in the Boer War had their efficiency partly reduced because they had sacrificed their legitimate duties to an inordinate and ridiculous love of sports. A man must develop his physical prowess up to a certain point; but after he has reached that point there are other things that count more. In my regiment nine-tenths of the men were better horsemen than I was, and probably two-thirds of them better shots than I was, while on the average they were certainly hardier and more enduring. Yet after I had had them a very short while they all knew, and I knew too, that nobody else could command them as I could. I am glad you should play football; I am glad that you should box; I am glad that you should ride and shoot and walk and row as well as you do. I should be very sorry if you did not do these things. But don't ever get into the frame of mind which regards these things as constituting the end to which all your energies must be devoted, or even the major portion of your energies.

Metaphors/analogy - comparing athletics to a slave and master relationship

Allusion to an historical document from Ancient Greece reinforces the negative results of being distracted by sports.

Another allusion to more recent history reinforces the same idea.

Allusion to the "Rough Riders," Theodore Roosevelt's cavalry regiment that fought in the Spanish-American War.

Repetition - emphasizes to the son that his father supports him.

Did you identify additional examples of rhetorical devices in this letter? Consider each example. Does it appeal to credibility, logic, or emotion? Based on this letter and the annotations, see if you can answer the following example questions.



Section 15.4, continued

The Use of Rhetoric

Example 1: The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author use rhetoric to advance his point of view that the game of football could be detrimental to his son?

- A. He uses analogy to compare football to soldiers on the battlefield.
- B. He uses repetition to emphasize that playing is not worth the risk of injury.
- C. He uses irony to ridicule participation in the sport of football.
- D. He uses hyperbole to exaggerate how rough the game of football is.

Part B

Which sentence(s) from the excerpt supports the answer in Part A?

- F. “I have not a doubt that the British officers in the Boer War had their efficiency partly reduced because they had sacrificed their legitimate duties to an inordinate and ridiculous love of sports.”
- G. “I need not tell you that character counts for a great deal more than either intellect or body in winning success in life.”
- H. “But I am by no means sure that it *is* worth your while to run the risk of being laid up for the sake of playing in the second squad when you are a fourth former [junior], instead of when you are a fifth former [senior]. I do not know that the risk is balanced by the reward.”
- J. “Athletic proficiency is a mighty good servant, and like so many other good servants, a mighty bad master.”

President Roosevelt communicates two main points to his son in this letter to dissuade him from playing football. His first point is that playing football may not be worth the risk of injury. His second point is that although athletics are enjoyable and have some value, they should not take priority over more serious pursuits.

To answer this question, you must go back to the part of the letter in paragraph 1 that addresses the risk of injury. Through annotations given to you, you see that the author (President Roosevelt) uses repetition to emphasize that playing football may not be worth the risk of injury for his son. The correct answer is **choice B**. Although the author also uses analogy throughout the letter, he does not use an analogy to compare football to soldiers, so A is incorrect. He also does not use irony or hyperbole.

Now consider Part B. The only choice that uses repetition is **answer choice H**, which is the correct one. President Roosevelt repeats the idea of the risk involved.

Example 2: Read the following sentence from the letter.

Did you ever read Pliny’s letter to Trajan, in which he speaks of its being advisable to keep the Greeks absorbed in athletics, because it distracted their minds from all serious pursuits, including soldiering, and prevented their ever being dangerous to the Romans?

How does the author use rhetoric to support his view on the role of athletics?

- A. He uses an allusion to support the idea that character is more important than athletics.
- B. He uses hyperbole to minimize the importance of character over athletics.
- C. He uses visual imagery to emphasize the importance of athletic success.
- D. He uses irony to develop a satirical perspective of the game of football.

Section 15.4, continued
The Use of Rhetoric

Practice

Read and annotate the following excerpts from President Franklin Delano Roosevelt’s speech “On Drought Conditions” given on September 6, 1936. Answer the questions that follow. Darken the circle or circles that correspond to your answer choice(s).

excerpt from the speech “**On Drought Conditions**”
 by Franklin Delano Roosevelt, September 6, 1936

- 1 I have been on a journey of husbandry. I went primarily to see at first hand conditions in the drought states; to see how effectively Federal and local authorities are taking care of pressing problems of relief and also how they are to work together to defend the people of this country against the effects of future droughts.
- 2 I saw drought devastation in nine states.
- 3 I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food — facing a planting season without seed to put in the ground.
- 4 That was the extreme case, but there are thousands and thousands of families on western farms who share the same difficulties.
- 5 I saw cattlemen who because of lack of grass or lack of winter feed have been compelled to sell all but their breeding stock and will need help to carry even these through the coming winter. I saw livestock kept alive only because water had been brought to them long distances in tank cars. I saw other farm families who have not lost everything but who, because they have made only partial crops, must have some form of help if they are to continue farming next spring.
- 6 I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless and stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures which would not keep a cow on fifty acres.
- 7 Yet I would not have you think for a single minute that there is permanent disaster in these drought regions, or that the picture I saw meant depopulating these areas. No cracked earth, no blistering sun, no burning wind, no grasshoppers, are a permanent match for the indomitable American farmers and stockmen and their wives and children who have carried on through desperate days, and inspire us with their self-reliance, their tenacity and their courage. It was their fathers’ task to make homes; it is their task to keep those homes; it is our task to help them with their fight.



Section 15.4, continued
The Use of Rhetoric

1. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does President Roosevelt use rhetoric to advance his point of view in this speech?

- Ⓐ He uses repetition to emphasize the loss that American farmers have suffered.
- Ⓑ He uses hyperbole to disguise the truth about what he had seen.
- Ⓒ He uses allusion to compare the drought to the plagues of Egypt seen in the Bible.
- Ⓓ He uses irony to place the blame on the farmers themselves for the problem.

Part B

Which sentence from the excerpt supports the answer in Part A?

- Ⓕ “That was the extreme case, but there are thousands and thousands of families on western farms who share the same difficulties.” (paragraph 4)
- Ⓖ “I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food — facing a planting season without seed to put in the ground.” (paragraph 3)
- Ⓗ “Yet I would not have you think for a single minute that there is permanent disaster in these drought regions, or that the picture I saw meant depopulating these areas.” (paragraph 7)
- Ⓙ “I have been on a journey of husbandry.” (paragraph 1)

2. Read the following sentence from the excerpt.

No cracked earth, no blistering sun, no burning wind, no grasshoppers, are a permanent match for the indomitable American farmers and stockmen and their wives and children who have carried on through desperate days, and inspire us with their self-reliance, their tenacity and their courage.

How does the author use rhetoric to support his view of American farmers?

- Ⓐ He uses allusion to parallel the courage of American farmers with that of farmers in ancient times.
- Ⓑ He uses hyperbole to exaggerate the needs of the American farmers so as to convince the American public that they must help.
- Ⓒ He uses imagery to emphasize the positive characteristics of American farmers and their ability to overcome.
- Ⓓ He uses irony to prove his point that American farmers need no assistance.