

Spread 1

I have dreams about those shoes. Black high tops. Two white stripes.

Spread 2

“Grandma, I want them.”

“There’s no room for ‘want’ around here—just ‘need’,” Grandma says. “and what you need are new boots for winter.”

Spread 3

Brandon T. comes to school in those shoes. He says he’s the fastest runner now, not me. I was always the fastest runner before those shoes came along.

Nate comes to school in those shoes. Antonio and I count how many times Nate goes to the bathroom—seven times in one day, just so he can walk up and down the hall real slow.

Next, Allen, Joroby and Terrance each get a pair.

AND NOW FOR THE MIDDLE ROLLER COASTER RIDE and CAUSE AND EFFECT DEMONSTRATION

THOSE SHOES SPREAD #4 AND FORWARD, SUMMARIZED

Down moment: His shoes come apart at school and the guidance counselor gives him a pair of shoes that he doesn’t like (I’ll call them Velcro shoes from here on). And the kids laugh at him (all except Antonio) So, after the beginning sets us up to understand the boy, his desire, his situation/obstacle, and his motivation we move into cause and effect. Notice how everything is still related to those shoes. **Cause:** Shoes fall apart. **Effect:** Counselor gives him Velcro shoes, which is also the cause of the effect of the kids laughing at him. One could deduce that this cause and effect sequence makes the boy want those shoes even more. As things get worse for the boy, the emotional core is strengthened. This is that growing/rising tension talked about in the blog post. More on that in the arc section.

Up moment: Then there’s hope. Grandma takes him and her saved money to the shoe store.

Cause: Boy’s shoes break and he is stuck wearing Velcro shoes. **Effect:** Grandma gives in and plans to get him those shoes.

Down moment: But Grandma doesn’t have enough money. **Cause:** Shoes are too expensive.

Effect: Boy doesn’t get those shoes and must continue wearing Velcro shoes. With each up and down moment (growing tension), the emotional core grows stronger.

Up moment: Boy remembers thrifts shops. They go searching. **Cause:** Boy doesn’t get shoes, so he must find another way to get them. **Effect:** He remembers thrift shop and they go searching.

Down moment: No luck on finding those shoes until . . . **Cause:** They search thrift shops.

Up moment: The third thrift shop has them! **Effect:** They find a pair of those shoes.

Down moment: The shoes are too small. Grandma can't spend good money on shoes that don't fit. **Cause:** Shoes too small, grandma won't buy.

Semi up moment: Even though they hurt his feet, he buys them with his own money. Grandma spends her money on a new pair of winter boots for the boy. **Effect:** Boy buys with own money.

Boy holds on to hope. "Sometimes shoes stretch."

Down moment: But the shoes don't stretch, and he has to wear the Velcro shoes to school.

Cause: No matter the boy's hope and denial, the shoes are too small. **Effect:** He has to wear Velcro shoes.

I'm not going to share the ending. But can you see how that cause and effect thread weaves the story and maintains the connection to all the parts of the story. Each scene is like a link in a chain—a cause and effect chain. And the up and downs are very effective.