Works Referenced in Presentation


“A Shadow of Vivid Memories”:
Highlighting Local Perspectives of Relocated Youth
Within Global Action.

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"You got any more books like this?"
Successful texts for working with relocated youth


PURPOSES FOR WRITING

• **Writing to Succeed in the U.S.**
  Writing to support families, to get a job, to prepare for college
  “I didn’t grow up learning what jobs are like or where people know how languages work. In America, people think that killing an animal is not a skill. The work that Africans do is not considered skilled work. They think that if you’re White, and read books, those are skills that one needs for work. Those jobs, to get them, you have to read and write.” (London, Interview, 06/29/10)

• **Writing to Share Their Lives**
  “I shared the stories of my life experiences from Somalia to Kenya to the United States. I learned how it feels telling past life stories and how to connect life stories together. I remembered my past...I can, like, google my name...I’m google-able.” (Ade, Interview, 04/22/10)

• **Writing to be Social with 21st Century Technologies**
  “Why don’t I have a writing utensil? Let’s see. It’s 8 a.m...they’re lucky I’m even dressed.” (Panther, Field notes, 06/10/10)

• **Writing to Meet School Requirements**
  Writing to pass mainstream English
  “We’re not taught a lot of history at all in English. They [teachers] have to open their eyes, their point of view to other kids in their class.” (Najm, Interview, 06/23/10)

  Writing to pass state English assessment
  “I little bit hate it. That quotation one. You know, what is this word. Critical something. I could do it, but I don’t know how. I’m trying to know the big words, make it a big deal, but it couldn’t work for me.” (Shafac, Interview, 06/15/10)