Digital storytelling, the nexus of storytelling with current technologies, has risen to the top as a K-12 strategy for integrating technology into content areas. Students are inclined to readily use technology when given the opportunity, and the realm of storytelling allows students to relate their story through digital video and audio. Digital narrative is another dimension of digital storytelling. It takes the historical memories of others plus the student’s investigative research and combines them into a narrative that brings the past to the present.

At Marietta College in Marietta, Ohio, students, study historical fiction, informational books, and picture books among the genres in Education 220 Adolescent Literature. This year Drs. Constance Golden and Dorothy Erb team taught these genres in the course and chose to explore the topic of World War II, the homefront. Students were assigned to read the historical fiction book, *Lily’s Crossing* by Patricia Reilly Giff plus the following informational books and picture books:

- *World War II on the Homefront*  
  Penny Coleman, *Rosie the Riveter: Women Working on the Homefront in World War II*
- *World War II for Kids: A History with 21 Activities*  
  Richard Panchyk
- *Design for Victory: World War II Poster on the American Home Front*  
  William Bird
- *World War II Days: Discover the Past with Exciting Projects, Games, Activities, and Recipes (American Kids in History Series)*  
  David C. King
- *Children of the World War II Home Front (Picture the American Past)*  
  Sylvia Whitman
- *Coming On Home Soon* (Fiction – Picture Book)  
  Jacqueline Woodson

*Japanese Internment*

- *I am an American*  
  Jerry Stanley
- *The Children of Topaz: The Story of A Japanese Internment Camp*  
  Michael Tunnell and George Chilcoat
- *The Bracelet*  
  Yoshiko Uchida
- *So Far From the Sea*  
  Eve Bunting
- *Baseball Saved Us*  
  Ken Mochizuki and Dom Lee

After completing their readings, students were divided into teams of two and interviewed people from Marietta, OH, who lived through World War II. The local Senior Center was involved in locating and selecting people who lived during that time and who had personal stories they wanted to tell. The teams interviewed and video taped the their session with the senior citizen assigned to them. Afterwards students transcribed their
notes, watched their video tape, and began researching background information about the culture of the times, as well as searching for artifacts to use in their digital narrative.

To begin their narrative, students used Inspiration to create a storyboard. Then they imported the video, digital images, and audio into iMovie to create their digital narrative. After the video and audio were in place, they wrote and recorded their narrative voice-over to give a present day perspective to the World War II era. When the video production was complete, students invited the senior citizens who took part in the project to an afternoon presentation when they shared their work. Both students and senior citizens found that a bond developed between them. Students and participants enjoyed bringing the past into the future.

Having completed this project, students gained a working knowledge of the steps in process to create a digital narrative, which they could take to their K-12 classrooms when they begin teaching. Students realized the importance of planning, interviewing, researching, and development to create such a project. They also realized the value of using primary sources with the interviews that they conducted. After completing the project, students were assessed using a rubric, which could also be used in their K-12 classroom.