**Infographic Transcript**

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**Title:** Researching American Women in Science and Technology for a Primary Source Teacher Resource

**Infographic Summary:**

This infographic shows the process of researching women in science and technology in the online collections of the Library of Congress. It also discusses why primary sources are important and highlights some resources that were found in the digital collections related to women in science.

**Infographic Transcript Content:**

Researching American Women in Science and Technology for a Primary Source Teacher Resource

Sam Correia- Junior Fellow 2021 (Professional Learning and Outreach Initiatives)

[Left text box]

**What is a primary source? Why are they important?**

-Original documents and objects that were created during the time period that is being studied

-Engaging students with the original documents of history

-Apply critical thinking skills and ask analytical questions

[*Inset Image Center Left:* Screenshot of the Chronicling America website, showing the search results for ‘woman scientist’]

[Arrow starting from the screenshot and pointing at the inset image and caption]

Operator of a UNIVAC computer

[*Inset Image Bottom Left*: Picture from a newspaper article showing a woman operating a computer system in the 1950s with text below the image: “Between operator and Univac is the supervisory control which gives a continuous picture of operations.”]

*Evening star. [Volume]* (Washington, D.C.), 07 Oct. 1956. *Chronicling America: Historic American Newspapers*. Lib. of Congress.

[Center Text Box]

**The research process...**

-Searched through newspapers in Chronicling America

-Searched through Library online collection for digital materials

-Analyzed how certain resources can be used by teachers

-Developed teaching suggestions for these primary sources

[*Inset Image Center Bottom:* Screenshot of a video of an oral history interview with a codebreaker from WAVES.]

Woman who worked as a codebreaker in WWII. *Stewart, E.B. (2001). Interview by Theodore Gardner [video recording]. Public Library of Cincinnati and Hamilton County. Veterans History Project, Library of Congress.*

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**What are my research questions?**

-Why are primary sources by and about women important in science classrooms?

-How do we conduct research on women when so much of their histories have been erased?

-How can we better highlight the achievements of women in science in a way that emphasizes their work and not just their gender identities?

[*Inset Image Center Right:* Screenshot of Photos, Prints, and Drawings search on the Library of Congress website]

[Arrow starting from the screenshot and pointing at the inset image and caption]

[*Inset Image Bottom Right:* Black and white photograph of African American students in a science classroom.]

Students in a science classroom.

Collins, M., photographer. (1942) *Washington, D.C. Science class in a Negro high school*. United States Washington D.C. District of Columbia Washington D.C, 1942. Mar. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2017829440/> )

[Bottom Center Text Box]

**Outcomes and questions to consider:**

-How has science changed over time?

-How do we think about the scientific legacy that we leave behind?

-The preservation of women’s history

-The ways in which women’s stories have been erased

[*Inset image bottom left: Library of Congress logo*]