

Summer Assignment - 2026

Dear students,

I'm excited to be working with you next year and look forward to seeing you in the fall (after a restorative summer break, of course)! Please look over the summer work. Most of it is designed to get you thinking about your Research topic and our year ahead. While there are several components listed, none should be especially taxing or time-consuming. If you have any questions, please feel free to email me over the summer.

Have a great summer!

Mrs. Blanchard

In AP Seminar, you learned how to locate and evaluate information sources, to put perspectives into conversation, and to craft an argument. In AP Research, you'll apply those skills to researching a problem or unanswered question of your choosing. Over the summer, you need to identify an issue that you feel passionately about and that you're willing to research for the next 10 months! You should come to school in the fall with a clear idea of a problem or issue you want to research.

Part A - AP Research Course Overview

1. **Read the AP Research Course Overview [HERE](#):** Read the AP Research Course Overview (linked below): Write a brief paragraph communicating your understanding of the course and assessment. Then, reflect on the course description and your successes and struggles in AP Seminar (or other classes). Write a second brief paragraph reflecting on what you anticipate to be your biggest hurdles or concerns about the year ahead and at least one thing you are excited for in this class!

This should take you no longer than 30 minutes. The goal here is to understand and reflect on the year ahead.

Submit in MLA style to the Google Classroom before the first day of class. 10 formative points.

2. **Read and annotate the rubric and the following paper:** Read and annotate the rubric and following paper: [Cultivation, Resistance, & Beauty: A Case Study on the Defiant Gardens of the Manzanar Internment Camp during World War II](#).

Take time to familiarize yourself with the [rubric](#) and how the paper demonstrates competency of the rubric. What are the sections of the paper? What are the functions of each section? We'll be discussing this paper when we return in the fall and using it as a model throughout the year.

Return to the paper after you've read Chapters 1 and 2 from Practical Research. How does the paper reflect some of the qualities and concepts from the reading? This will be the basis of an in-class discussion when we return.

3. **Read Chapters 1 and 2 of Practical Research: Planning and Design by Ormrod (2024).** As you read, find each of the [following key terms](#) in the assigned chapter(s). Use a Post-it note or similar tool to

mark the term and paraphrase the definition. You may skip over any of the “Conceptual Exercise” sections.

Part B - Topic Basics

4. **Topic Portfolio:** Take time over your summer break to explore a topic of interest. Read current news or journalistic coverage of your topic; Watch a documentary or listen to a podcast or two.

Assemble a **printed** introductory portfolio on your topic of interest. It should include:

3 journalistic articles (5 points each)	Find three high-quality journalistic sources to read about current issues and topics. Use the school’s available subscriptions and databases at https://wehs.westex.libguides.com/databases : NPR is a free source; WE offers access to <i>The Atlantic</i> , <i>The New York Times</i> , <i>The Wall Street Journal</i> , and <i>The Washington Post</i> ; other sources are available through databases such as EBSCO and Gale. You may also use other popular journalistic periodicals like Time, Newsweek, etc. Journalistic articles should be at least 1500 words. Print and annotate your articles.
1 documentary or podcast (5 points)	Watch or listen to a documentary or podcast on your topic. Take notes throughout, highlighting the major points, scholars or experts, perspectives, established facts and information, and current issues or controversies. Your podcast or documentary should be at least 20 minutes long.
1 book or e-Book (5 points)	Use your library or the school’s eBook databases to find a printed book related to your topic. You do not need to read the book! Copy or print out the cover, title page, copyright information, and table of contents.
2 peer-reviewed articles (10 points each)	Use the library databases to find 2 peer-reviewed articles. Print and read them. Highlight and annotate the following information: a. Publisher - Find as much information as possible about the publisher and the publication to discuss it knowledgeably. Be able to evaluate the credibility of the source. b. Author(s) - Who are the authors? Google them to find out their educational credentials, areas of expertise, and credibility or authority. What type of perspective are they taking on the topic? c. Vocabulary - Note any words you do not know; these may be specialized terminology in the field or general vocabulary you are unfamiliar with. d. Introduction - What problem exists that the research is trying to answer? What is the research problem or question? Can you identify a hypothesis, a priori hypothesis, subproblems, any inquiry worldviews, descriptive or inferential statistics, theoretical or conceptual frameworks? Is this basic, applied, or evaluation research?

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| | <ul style="list-style-type: none">e. Skip the literature review for now.f. Methodology - What research methodology was used? Be able to identify it by name. What research tools are used? Is it quantitative research, qualitative research, mixed-methods research, or action research? Is it inductive or deductive reasoning?g. Results / Outcomes / Findings: What is the result, outcome, or findings of the study? How does this shape your understanding of the topic and field of study?h. Limitations / Implications: What limitations and implications do the author/authors identify?i. Implications: According to the author, what is the implication of his/her/their findings? What should happen going forward? What next steps need to be taken (by researchers, policymakers, or society, maybe). |
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