

# Marion P Thomas Charter High School

History Department

United States History I



Name:

Date:

## United States History I Summer 2026 Assignment

This USH I summer assignment is designed to help students master historical thinking skills and content. Students must assess historical continuities/ discontinuities, develop comparative analysis, and identify and explain key events and their causative significance to historical experiences and events.

The summer assignment includes readings that explore the themes of colonial encounters, labor systems, and competing perspectives on English colonization. Students are strongly advised to read the assigned readings actively. **NOTE: Completion of the summer assignment is factored into student grades as an exam for term 1 of the 2026-27 school year.**

### Summer Course Assignment

#### Outline

- Section 1: Historical Background on Colonial America: "Colliding Cultures: Jamestown." AMERICAN YAWP
  - Complete the comprehension questions
- Section 2: Colonist and Native American Interactions
  - Read Documents 1-5
  - Complete the analysis and synthesis questions
- Section 3: Indentured Servitude and Slavery in Colonial America
  - Read Documents 6-9
  - Complete the analysis and synthesis questions

Historical Background

Native Americans

Indentured Servitude and Slavery

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<p>“Colliding Cultures: Jamestown.” AMERICAN YAWP</p>	<p>Document 1: American Indian History: An Overview by Joseph Bruchac (Nulhegan Abenaki)</p> <p>Document 2: Miantonomo (Narragansett tribe) 1642</p> <p>Document 3: King Philip Metacom (Wampanoag tribe) 1676</p> <p>Document 4: Powhatan (Algonquin Tribe) 1609</p> <p>Document 5: John Lawson - North Carolina - 1709</p>	<p>Document 6: Indentured Servants In The U.S. (PBS).</p> <p>Document 7a - Indentured Servitude Contract</p> <p>Document 7b - Indentured servitude first hand account From: Virtual Jamestown - dated 1623</p> <p>Document 8a: Bill of Sale Ephraim Williams Jr</p> <p>Document 8b: Announcement of Auction from the estate of late Adolph Phillipse</p> <p>Document 9 - Narrative of the Life and Adventures of Venture Smith, a Native of Africa, But Resident above 60 years in the USA Related by himself</p>
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**Things to know:**

- **Each part of the summer assignment will be graded as an exam.**
- Reading analyses are due by the first week of the 2026-2027 school year.

**Strategies for Completing the Reading Analyses:**

- As you read, annotate passages and define unfamiliar words, terms, and concepts.
- Be sure to read every page of each assigned reading.
- Read actively: Do not simply copy down sentences as you read. Stop, think about what you are reading, and write down the main idea expressed in that particular section. Re-read the passage if you are unsure of what the author is attempting to convey.
- Take notes on the important information as you read. For example, write down each bold heading as you read and summarize what you read/learn from each section in 1-2 sentences.

**About Plagiarism and AI-Generated Student Work**

Submitted assignments that are suspected of plagiarism or AI-generated will result in zero grade, a referral, and are subject to further disciplinary actions and consequences.

**I will not plagiarize or use AI-generated work, and will produce work that is originally created by myself:**

**Student signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## SECTION 1 - Historical Background: “Colliding Cultures: Jamestown.” AMERICAN YAWP



*Incolarum Virginiae piscandi ratio (The Method of Fishing of the Inhabitants of Virginia), c. 1590. [The Encyclopedia Virginia](#).*

In April 1607 Englishmen aboard three ships—the *Susan Constant*, the *Godspeed*, and the *Discovery*—sailed forty miles up the James River (named for the English king) in present-day Virginia (named for Elizabeth I, the Virgin Queen) and settled on just such a place. The uninhabited peninsula they selected was upriver and out of sight of Spanish patrols. It offered easy defense against ground assaults and was both uninhabited and located close to many Native American villages and their potentially lucrative trade networks. But the location was a disaster. Indigenous people had ignored the peninsula for two reasons: terrible soil hampered agriculture, and brackish tidal water led to debilitating disease. Despite these setbacks, the English built Jamestown, the first permanent English colony in the present-day United States.

The English had not entered a wilderness but had arrived amid a people they called the Powhatan Confederacy. Powhatan, or Wahunsenacawh, as he called himself, led nearly ten thousand Algonquian-speaking people in the Chesapeake. They burned vast acreage to clear brush and create sprawling artificial parklike grasslands so they could easily hunt deer, elk, and bison. The Powhatan raised corn, beans, squash, and possibly sunflowers, rotating acreage throughout the Chesapeake. Without plows, manure, or draft animals, the Powhatan produced a remarkable number of calories cheaply and efficiently.

Jamestown was a profit-seeking venture backed by investors. The colonists were mostly gentlemen and proved entirely unprepared for the challenges ahead. They hoped for easy riches but found none. As John Smith later complained, they “would rather starve than work.”<sup>22</sup> And so they did. Disease and starvation ravaged the colonists, thanks in part to the

peninsula's unhealthy location and the fact that supplies from England arrived sporadically or spoiled. Fewer than half of the original colonists survived the first nine months.

John Smith, a yeoman's son and capable leader, took command of the crippled colony and promised, "He that will not work shall not eat." He navigated Native American diplomacy, claiming that he was captured and sentenced to death but Powhatan's daughter, Pocahontas, intervened to save his life. She would later marry another colonist, John Rolfe, and die in England.

Powhatan kept the English alive that first winter. The Powhatan had welcomed the English and placed a high value on metal ax-heads, kettles, tools, and guns and eagerly traded furs and other abundant goods for them. With ten thousand confederated natives and with food in abundance, Indigenous people had little to fear and much to gain from the isolated outpost of sick and dying Englishmen.



John White. "Village of the Secotan, 1585. [Wikimedia](#).

Despite reinforcements, the English continued to die. Four hundred settlers arrived in 1609, but the overwhelmed colony entered a desperate "starving time" in the winter of 1609–1610. Supplies were lost at sea. Relations with Native Americans deteriorated and the colonists fought a kind of slow-burning guerrilla war with the Powhatan. Disaster loomed for the colony. The settlers ate everything they could, roaming the woods for nuts and berries. They boiled leather. They dug up graves to eat the corpses of their former neighbors. One man was executed for killing and eating his wife. Some years later, George Percy recalled the colonists' desperation during these years, when he served as the colony's president: "Having fed upon our horses and other beasts as long as they lasted, we were glad to make shift with vermin as dogs, cats, rats and mice . . . as to eat boots shoes or any other leather. . . . And now famine beginning to look ghastly and pale in every face, that nothing was spared to maintain life and to doe those things which seem incredible, as to dig up dead corpses out of graves and to eat them."<sup>23</sup> Archaeological excavations in 2012 exhumed the bones of a fourteen-year-old girl that exhibited signs of cannibalism.<sup>24</sup> All but sixty settlers would die by the summer of 1610.

Little improved over the next several years. By 1616, 80 percent of all English immigrants who had arrived in Jamestown had perished. England's first American colony was a catastrophe. The colony was reorganized, and in 1614 the marriage of Pocahontas to John Rolfe eased relations with the Powhatan, though the colony still limped along as a starving, commercially disastrous tragedy. The colonists were unable to find any profitable commodities and remained dependent on Native Americans and sporadic shipments from England for food. But then tobacco saved Jamestown.

By the time King James I described tobacco as a "noxious weed, . . . loathsome to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs," it had already taken Europe by storm. In 1616 John Rolfe crossed tobacco strains from Trinidad and Guiana and planted Virginia's first tobacco crop. In 1617 the colony sent its first cargo of tobacco back to England. The "noxious weed," a native of the New World, fetched a high price in Europe and the tobacco boom began in Virginia and then later spread to Maryland. Within fifteen years American colonists were exporting over five hundred thousand pounds of tobacco per year. Within forty years, they were exporting fifteen million.<sup>25</sup>

Tobacco changed everything. It saved Virginia from ruin, incentivized further colonization, and laid the groundwork for what would become the United States. With a new market open, Virginia drew not only merchants and traders but also settlers. Colonists came in droves. They were mostly young, mostly male, and mostly indentured servants who signed contracts called indentures that bonded them to employers for a period of years in return for passage across the ocean. But even the rough terms of servitude were no match for the promise of land and potential profits that beckoned English farmers. But still there were not enough of them. Tobacco was a labor-intensive crop and ambitious planters, with seemingly limitless land before them, lacked only laborers to escalate their wealth and status. The colony's great labor vacuum inspired the creation of the "headright policy" in 1618: any person who migrated to Virginia would automatically receive fifty acres of land and any immigrant whose passage they paid would entitle them to fifty acres more.

In 1619, the Virginia Company established the House of Burgesses, a limited representative body composed of white landowners that first met in Jamestown. That same year, a Dutch slave ship sold twenty Africans to the Virginia colonists. Southern slavery was born.

Soon the tobacco-growing colonists expanded beyond the bounds of Jamestown's deadly peninsula. When it became clear that the English were not merely intent on maintaining a small trading post but sought a permanent ever-expanding colony, conflict with the Powhatan Confederacy became almost inevitable. Powhatan died in 1622 and was succeeded by his brother, Opechancanough, who promised to drive the land-hungry colonists back into the sea. He launched a surprise attack and in a single day (March 22, 1622) killed over 350 colonists, or one third of all the colonists in Virginia.<sup>26</sup> The colonists retaliated and revisited the massacres on Indigenous settlements many times over. The massacre freed the colonists to drive Native Americans off their land. The governor of Virginia declared it colonial policy to achieve the

“expulsion of the savages to gain the free range of the country.”<sup>27</sup> War and disease tilted the balance of power decisively toward the English colonizers.

English colonists brought to the New World particular visions of racial, cultural, and religious supremacy. Despite starving in the shadow of the Powhatan Confederacy, English colonists nevertheless judged themselves physically, spiritually, and technologically superior to Native peoples in North America. Christianity, metallurgy, intensive agriculture, transatlantic navigation, and even wheat all magnified the English sense of superiority. This sense of superiority, when coupled with outbreaks of violence, left the English feeling entitled to Indigenous lands and resources.

Spanish conquerors established the framework for the Atlantic slave trade over a century before the first chained Africans arrived at Jamestown. Even Bartolomé de Las Casas, celebrated for his pleas to save Native Americans from colonial butchery, for a time recommended that Indigenous labor be replaced by importing Africans. Early English settlers from the Caribbean and Atlantic coast of North America mostly imitated European ideas of African inferiority. “Race” followed the expansion of slavery across the Atlantic world. Skin color and race suddenly seemed fixed. Englishmen equated Africans with categorical blackness and blackness with sin, “the handmaid and symbol of baseness.”<sup>28</sup> An English essayist in 1695 wrote that “a negro will always be a negro, carry him to Greenland, feed him chalk, feed and manage him never so many ways.”<sup>29</sup> More and more Europeans embraced the notions that Europeans and Africans were of distinct races. Others now preached that the Old Testament God cursed Ham, the son of Noah, and doomed Black people to perpetual enslavement.

And yet in the early years of American slavery, ideas about race were not yet fixed and the practice of slavery was not yet codified. The first generations of Africans in English North America faced miserable conditions, but, in contrast to later American history, their initial servitude was not necessarily permanent, heritable, or even particularly disgraceful. Africans were definitively set apart as fundamentally different from their white counterparts and faced longer terms of service and harsher punishments, but, like the indentured white servants whisked away from English slums, these first Africans in North America could also work for only a set number of years before becoming free landowners themselves. The Angolan Anthony Johnson, for instance, was sold into servitude but fulfilled his indenture and became a prosperous tobacco planter himself.<sup>30</sup>

In 1622, at the dawn of the tobacco boom, Jamestown had still seemed a failure. But the rise of tobacco and the destruction of the Powhatan turned the tide. Colonists escaped the deadly peninsula and immigrants poured into the colony to grow tobacco and turn a profit for the Crown.

**Answer questions 1-7 on *Historical Background: “Colliding Cultures: Jamestown.”***

1. Why was the peninsula where Jamestown was built a "disaster"? Give two reasons.
2. Who led the Powhatan Confederacy, and how did they help the English survive the first winter?
3. What did colonists eat during the "starving time" (winter 1609–1610)? Name three things.
4. What crop "saved Jamestown," and why did it change the colony?
5. What two things happened in 1619?
6. What happened on March 22, 1622, and how many colonists were killed?

7. What did the English feel entitled to, and why?

## **Section 2 - Colonist and Native Americans Interactions**

Essential Question: How did Native Americans experience English colonization, and how do their sources tell different stories?

Directions:

- Read documents 1-5.
- While reading, annotate and take notes on each document, as you will have to reference back for other documents.
- Answer the analysis questions with full sentences and provide textual evidence if prompted.

### **Document 1: American Indian History: An Overview by Joseph Bruchac (Nulhegan Abenaki) 2003.**

Rather than seeing Native American history as a part of American history, it may be more logical to see it the other way around. Native American history goes back for countless generations before the arrival of the new settlers and the history of the United States is inextricably linked with that of its Indigenous peoples.

The first European colonies depended on assistance from the original nations here before them. Many things from Native cultures became building blocks for the new American nation. Such foods as corn, beans, and squash, now important parts of American agriculture, were developed by American Indian agronomists. American democracy owes a considerable debt to the League of the Haudenosaunee or Iroquois. Their democratic, highly successful confederacy was cited by Benjamin Franklin as a model for the thirteen colonies to follow and the Constitution was influenced by the example of the Iroquois League.

However, American Indian nations were not treated as equals. The Europeans who came to North America were members of one Christian faith or another. Native Americans were not Christians. A 1493 papal decree, the “Doctrine of Discovery,” stated that any lands not inhabited by Christians were available to be discovered and claimed. That became one basis for justifying the western expansion.

In the American South, the Cherokees, Choctaws, Chickasaws, Creeks, and Seminoles became known as the “Five Civilized Tribes,” adopting many aspects of European culture, including Christianity. However, it did not prevent the state of Georgia from forcing them off their land onto what became known as the Trail of Tears.

There are two primary approaches the United States has taken toward American Indians. The first has been to kill them or remove them—sometimes by treaties forcing them to sell or cede land, sometimes by

outright military force. The second approach has been to treat them as children, controlled by a paternalistic federal government.

Beginning in the last decades of the nineteenth century, Native American children were sent to trade schools such as the Carlisle Indian School, founded in 1879. The stated objective was to “kill the Indian and save the man.” All aspects of Indigenous life, including tribal languages, were to be erased by a “civilizing” education that would result in the eventual eradication of all Native cultures. Indians were to be absorbed into the larger nation as “useful,” second-class citizens serving the White majority. However, despite this new approach, American Indians were not granted citizenship until 1924, and it is no exaggeration to say that all Native Americans today still suffer from the trauma of the boarding schools, with the last residential school closing in 1973.

Despite the overwhelming odds against them, American Indians have shown great resilience. Most of the original 500 or more Native nations that were here prior to Columbus still remain in the United States, although their land base and many aspects of their cultures have been greatly diminished.

In the twentieth century, especially in the period following World War II, American Indians began to gain more tribal autonomy. Some of the lands taken from them were restored to tribal control. No longer were their religious practices or their languages forbidden by law. Schools in their communities formerly run by the federal government entered the control of tribal nations. Although things are far from perfect, Native Americans in the twenty-first century are on a much more equal footing with the rest of our nation.

*Joseph Bruchac is an Abenaki scholar and poet. He has a PhD in comparative literature from Union Institute of Ohio. The winner of the 1999 Lifetime Achievement Award from the Native Writers' Circle of the Americas, he is the author of more than 120 nonfiction and fiction books for adults and children, including Keepers of the Earth (with Michael Caduto), Breaking Silence, The Wind Eagle and Other Abenaki Stories, and Jim Thorpe, Original All American.*

**\*The Abenaki are an Indigenous people of the Northeastern Woodlands of Canada and the United States. They are an Algonquian-speaking people and part of the Wabanaki Confederacy.**

1. Sourcing: Who is Joseph Bruchac? Why does his identity as an Abenaki scholar matter for how we read his overview of American Indian history?

2. Close Reading: What is one main claim Bruchac makes about the relationship between Native American history and U.S. history?

3. Close Reading: According to Bruchac, what are the two primary approaches the United States has taken toward American Indians?

4. Close Reading: What evidence does Bruchac offer to support his claim that Native Americans were "not treated as equals"? Give two specific examples from the text.

**Document 2: Miantonomo (Narragansett tribe) 1642:**



- 5) *Close Reading*: According to Miantonomo, what should his audience do in retaliation against the colonists?

**Document 3: King Philip Metacom (Wampanoag tribe) 1676:**

1           The English who came first to this country were but a handful of people, forlorn,  
2 poor and distressed. My father did all in his power to serve them. Others came.  
3 Their numbers increased. My father's counselors were alarmed. They urged him to  
4 destroy the English before they became strong enough to give law to the Indians and  
5 take away their country...He remained their friend. Experience shows that his  
6 counselors were right. **The English disarmed [took their weapons] my people.**  
7 **They tried them by their own laws, determined amounts of fines for damages**  
8 **my people could not pay.** Sometimes the cattle of the English would come into the  
9 cornfields of my people, for they did not make fences like the English... My father's  
10 counselors advised him properly, he should have destroyed them when he had the  
11 chance...

- 1) *Close Reading*: According to King Philip's speech, what has happened to the population of English colonists? Has it increased or decreased over the years?
- 2) *Close Reading*: How did this population change impact the power balance in the colonies?
- 3) *Close Reading*: According to lines 6 – 8, how did the English colonists' laws affect the Wampanoag tribe?
- 4) *Corroboration*: In both documents 2 and 3, Native American leaders describe the impact European colonization had on their food supply. Citing one piece of textual evidence from both documents 2 and 3, describe this impact.





- 3) *Corroboration*: Does document 4 support or disprove what documents 1 - 3 suggest about the impact of colonists on Native Americans? Cite one piece of evidence from document 4, and one piece of evidence from either document 1, 2, or 3 to support your claim made in response to the question above.

### **Section 3 - Colonial Economy: Indentured Servitude and Slavery**

Essential Question: How did English colonists use people as economic resources, and how did that use change over time?

Directions:

- Read documents 6-9.
- While reading, annotate and take notes on each document, as you will have to reference back for other documents.
- Answer the analysis questions with full sentences and provide textual evidence if prompted.

#### **Document 6: Indentured Servants In The U.S. (PBS)**

Indentured servants first arrived in America in the decade following the settlement of Jamestown by the Virginia Company in 1607.

The idea of indentured servitude was born of a need for cheap labor. The earliest settlers soon realized that they had lots of land to care for, but no one to care for it. With passage to the Colonies expensive for all but the



- 4) What happened to the first Black Africans who arrived in Virginia in 1619, and what changed later?

**Document 7a - Indentured Servitude Contract**

1	This writing... between Richard Lowther of Broom in Southill in the County of Bedford (England), and
2	Edward Hurd citizen and iron monger of London (England) witnessed by another party that said
3	Richard Lowther has presently pledges a covenant to agree and bind himself to be a servant of him
4	the said Edward Hurd and heirs who assign him to be sent and transported unto the country and land
5	of Virginia, in the parts beyond the seas and to be employed by Hurd and heirs upon his plantation
6	there, and for during the space of four years ...during which said term the said Richard Lowther shall
7	and will truly employ and endeavor himself to the utmost power of his knowledge and skill to perform
8	true and faithful service unto the said Edward Hurd and heirs concerning labor and business as he or
9	they shall think good use and employ the said Richard Lowther in, all such things commanded by
10	Edward Hurd or heirs in Virginia.... Edward Hurd and heirs do promise and grant to Richard Lowther
11	transport to Virginia and find and provide him sufficient meat and drink clothing and any other
12	necessaries for his livelihood and maintenance during the said term but also at the expiration of the
13	said term shall and will grant the said Richard Lowther the quantity of 50 acres of land in Virginia to
14	him...
15	<i>[made the last day of July 1627 and in the third year of the reign of our King Charles who is by the</i>
16	<i>Grace of God the King of England Scotland France and Ireland]</i>

**From: Virtual Jamestown**

- 1) *Close Reading:* According to line 6, how long will Richard Lowther's indentured servitude last?
- 2) *Close Reading:* What will Richard Lowther have to do during his indentured servitude? *Cite evidence from the text to support your claims.*
- 3) *Close Reading:* What will Richard Lowther have to provide to Edward Hurd during his servitude? *Cite evidence from the text to support your claims.*

- 4) *Close Reading:* According to lines 13 and 14, what will Edward Hurd have to provide to Richard Lowther after his term expires? *Cite evidence from the text to support your claims.*

**Document 7b - Indentured servitude first hand account From: Virtual Jamestown - dated 1623**

1	Loving and kind father and mother,
2	....This is to let you understand that I your child (though at 16 years hardly a child) am in a most
3	heavy case by reason of the country, [which] is such that it causes much sickness, such as the scurvy
4	and the dysentery and diverse other diseases, which maketh the body very poor and weak. And when
5	we are sick there is nothing to comfort us; for since I came out of the ship I never ate anything but
6	peas, and loblollie (that is, water gruel). As for deer or venison I never saw any since I came into this
7	land. There is indeed some fowl, but we are not allowed to go and get it, but must work hard both
8	early and late for a mess of water gruel and a mouthful of bread and beef...
9	
10	For we live in fear of the enemy Natives every hour, yet we have had a combat with them...and we
11	took two alive and made slaves of them...We are in great danger; for our plantation is very weak by
12	reason of the death and sickness of our company. For we came but twenty for the merchants, and
13	they are half dead just....And there was some five or six of the last year's twenty, of which there is but
14	three left, so that we are pleased to get other men to plant this land with us; and yet we are but 32 to
15	fight against 3000 Natives if they should come...last [time] they Natives slew 80 persons.
16	
17	And I have nothing to comfort me, nor is there nothing to be gotten here but sickness and death,
18	except [in the event] that one had money to lay out in some things for profit. But I have nothing at all
19	no, not a shirt to my back but two rags, nor clothes but one poor suit, nor but one pair of shoes, but
20	one pair of stockings, but one cap....
21	
22	For when we go to Jamestown (that is 10 miles away) there lie all the ships that come to land, and
23	there they must deliver their goods. And when we went up to town [we would go], as it may be, on
24	Monday at noon, and come back there to our farm by night, [and] then load the next day by noon, and
25	go home in the afternoon, and unload, and then away again in the night, and [we would] be up about
26	midnight.
27	
28	Goodman Jackson pitied me and made me a cabin to lie in always when I [would] come up, and he
29	would give me some poor jacks [fish] [to take] home with me, which comforted me more than peas or
30	water gruel. Oh, they be very generous folks.... And he much marvelled that you would send me a
31	servant to the Company; he said I had been better off if I had knocked on the head. And indeed so I
32	find it now, to my great grief and misery; and I say that if you love me you will redeem me suddenly,
33	for which I do entreat and beg. And if you cannot get the merchants to redeem me for some little
	money...

**From: Virtual Jamestown - dated 1623**

- 1) *Close Reading:* What are the living conditions like for this indentured servant? Describe at least two challenges he has to face. *Cite evidence from the text to support your claims*
  
- 2) *Close Reading:* What kind of work does this indentured servant have to do? *Cite evidence from the text to support your claims.*
  
- 3) *Close Reading:* Does this indentured servant wish to remain an indentured servant? What does he ask his family to do? *Cite evidence from the text to support your claims.*

**Document 8a: Bill of Sale Ephraim Williams Jr**

For and in consideration of the sum of two hundred and twenty five pounds... to me Ephraim Williams Jr. well and truly paid by Israel Williams of Hatfield, I do hereby assign, sell and convey to him a certain negro boy named Prince aged about nine years, a servant for life, and do hold him and his heirs against the claims of any person whatsoever as witness my hand this 25th day of September 1750

- Ephraim Williams, Jr.

From: Higher Education and Slavery in Western Massachusetts

**Document 8b: Announcement of Auction from the estate of late Adolph Phillipse**

To be sold at public auction, at ten o'clock on Thursday morning, the 19th of this month, at the house of the late Adolph Phillipse, Esq; deceased, on the Manor of Philipsburg; Four Negro Men, namely a mill worker, a Boat-Man, and two farmers; three Negro women; namely two farm workers and one cook, six Negro boys, and two girls, household goods, and all the stock, consisting of 40 odd head of cattle, 26 horses, a number of sheep and hogs, and all the utensils belonging to the said manor.

From: NYPL Manuscript Collection

- 1) *Sourcing*: Notice that these primary sources are a bill of sale and an announcement of auction. What does this tell you about how slaves were viewed in Colonial America?
  
- 2) *Close Reading*: How old is the slave being sold in the first document (7a)? How long will he be a servant for? *Cite evidence from the text to support your claims.*
  
- 3) *Close Reading*: What else is listed as being auctioned off at the public auction? What does the tone of this announcement tell you about attitudes towards slaves in Colonial America? *Cite evidence from the text to support your claims.*
  
- 4) *Close Reading*: Based on the second document, what are some specific jobs held by slaves in Colonial America?

**Document 9 - Narrative of the Life and Adventures of Venture Smith, a Native of Africa, But Resident above 60 years in the USA Related by himself**



