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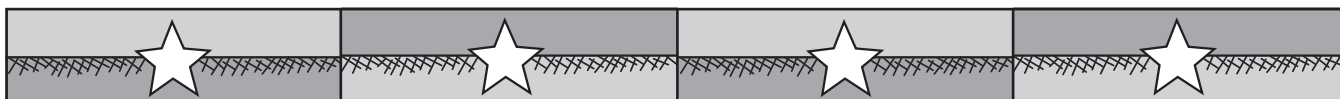
# UNITED STATES

## WORKSHEETS

By Janie Haugen-McLane



*This product is available through PCI Education at 1-800-594-4263*



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# INTRODUCTION

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Learning the location of the 50 states along with other state facts, such as state capitals, abbreviations, and famous landmarks, are essential skills for all students. Such knowledge broadens students' understanding and appreciation of the country in which they live. Moreover, it provides a foundation for learning about important events in United States history as well as an understanding of how geography and history are often interwoven.

*United States Worksheets* is a unique reproducible program that makes learning U.S. history and geography fun and easy. Designed for students struggling to learn basic state facts, these activities, by PCI's Janie Haugen-McLane, include visual clues and easy-to-understand directions. This binder is an excellent complement to any U.S. history or geography text, providing dozens of motivating worksheets that reinforce important states facts, such as state locations, capitals, and bordering states.

Eight units are included in this binder. The first unit presents information about the growth of the United States, and the remaining units cover state locations or facts. State facts are taught one at a time in logical order to help students focus and be successful. The units include:

- The United States
- State Names and Locations
- State Capitals
- State Abbreviations
- Large Cities (Other than Capital Cities)
- Bordering States
- U.S. Landmarks
- State Nicknames

Each unit is comprised of a lesson plan, study guides, practice sheets, and, in some cases, unit tests. Lesson plans include discussion ideas, teaching suggestions, and extension activities. The reproducible study guides provide an opportunity for students to practice learning each set of state facts with family members.

A wide variety of practice sheets is included so that students can demonstrate their understanding in many different ways. Worksheets include matching, fill-in-the-blank, word bank, multiple choice, and fill-in-the-map activities, as well as word searches and crossword puzzles.

To help students visualize the U.S. landmarks included in the program, as well as the state nicknames, detailed scenes have been illustrated. Beginning on page 120, the U.S. Landmarks Study Guide provides students with a visual for a famous landmark in each of the 50 states, as well as six well-known landmarks in Washington, D.C. Beginning on page 151, the State Nicknames Study Guide provides students with a detailed visual clue to each state's official nickname.

Teachers will find these lesson plans and worksheets easy and fun to use. An excellent companion to the worksheets is PCI's *The United States Game* which provides nine different games that reinforce students' knowledge of the state facts taught in this program. To find out more about *The United States Game*, call PCI's Customer Service Department at 1-800-594-4263 or go to [www.pcieducation.com](http://www.pcieducation.com).

# INTRODUCTION




*United States Worksheets* has been designed for students of any age who need practice in learning state names and state facts. These activities make a great addition to any social studies classroom. The fun and motivating nature of the worksheets make them effective teaching tools for resource, at-risk, and ESOL students.

## Lesson Plans

All of the lesson plans have been designed to fit on one page and present some quick and easy suggestions for introducing each unit's content to the students. Each lesson page is organized into seven parts: objectives, materials, prior knowledge discussion, skills lesson, home/parental involvement, practice sheets, and extension activity. The objectives listed for each lesson cover the skills lesson and the practice sheets. Materials listed in each lesson include everything a teacher needs to gather to complete the suggested skills lesson.

Before beginning the suggested skills lesson, a brief suggestion for a prior knowledge discussion is included to help students activate and identify what they already know about a particular topic. This discussion allows for an interactive introduction to the unit and provides the teacher with a sense of students' existing knowledge.

Skills lessons include suggestions for whole-group activities that will introduce and teach the basic facts needed to complete the activity sheets in the unit. Extension activities provide opportunities for students to expand the depth and breadth of their understanding about a particular topic.

**STATE NAMES & LOCATIONS** 

*Lesson 2*

**Objectives**

1. To learn how to say and spell the names of all 50 states
2. To learn the locations of each of the 50 states
3. To learn the five main regions of the United States and the states within each region

**Materials**

Provide students with copies of the Study Guides (pages 20–22) and selected practice activities for each student and a U.S. wall map.

**Prior Knowledge Discussion**

Before distributing the study guides, ask the students to name the 50 states. Write the named states on the board, and then count them. If the number is less than 50, subtract it from 50 to determine the number of missing states. Distribute the study guides on pages 20 and 21. Have the students use the alphabetized list and United States map to find the names of any missing states.

**Skills Lesson Part 1 – State Names and Locations**

Tell the students to look at the State Names and State Names & Locations Study Guides, and explain that they should use the guides to help them learn the names, spellings, and locations of all 50 states. Read aloud the names from the alphabetized state list, and point to each state on the wall map. Ask the students to locate each state on their study guide map and chorally repeat the state's name.

**Skills Lesson Part 2 – Five Regions of the United States**

Distribute the Regions of the U.S. Study Guide, and explain the United States is divided into five main sections called regions. Ask the students which region their state is in. Have the students brainstorm times they have heard the regions of the United States discussed. For example, weather forecasters talk about weather in different regions using a weather map and some universities have sports team groups based on their regions, such as the Southeast Conference.

**Home/Parental Involvement**

Encourage the students to take the study guides home and have family members quiz them on the names of the 50 states and the five regions of the United States. Encourage the students to keep track of how many states or regions they identify in each session.

**Practice Sheets and Unit Test**

Have the students work individually or in pairs to complete the activities on pages 23–33. When the lesson is completed, have the students take the State Names & Locations Unit Test on page 34. There is a State Names Word Bank on page 35 that can be used as a test adaptation.

**Extension Activity**

Assist the students in brainstorming weather or environmental events, such as blizzards, earthquakes, tornados, hurricanes, droughts, major flooding, forest fires, mudslides, and volcanic eruptions. Have the students name states that might have these events and identify the region each state is in.

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# INTRODUCTION



## Study Guides

Every unit includes reproducible study guides to send home with the students. These study guides provide an excellent opportunity to increase family involvement in students' education. Study guides can also be used in class where partners or group members can take turns quizzing each other on selected facts.

The study guides in this program take the form of either a map or a list of facts. Maps will assist students who need a visual reinforcement of information. Lists will allow students to memorize facts in alphabetical or sequential order.

Teachers may choose to allow students to use the study guides as references when completing the practice sheets and review sheets. For students who need additional visual reinforcement of the information, highlighting the facts or states in various colors can make the study guides even more user-friendly.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE NAMES

*Study Guide — Use this list to learn how to say and spell the names of all 50 states.*

STATE	STATE
Alabama	Montana
Alaska	Nebraska
Arizona	Nevada
Arkansas	New Hampshire
California	New Jersey
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Illinois	Pennsylvania
Indiana	Rhode Island
Iowa	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	Wyoming

United States W

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE NAMES & LOCATIONS

*Study Guide — Use this map to learn the names and locations of all 50 states.*

United States W

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REGIONS OF THE U.S.

*Study Guide — Use this map to learn the five regions of the United States.*

U.S. Regions

- West
- Southwest
- Midwest
- Southeast
- Northeast

United States W

# INTRODUCTION



## Practice Sheets

The reproducible practice sheets in this binder all include simple one- or two-line directions that students will find easy to read and follow. A wide variety of activities has been included to keep the program motivating and interesting.

Practice sheets in the program have been designed as individual assignments. However, the instructions for any activity can be easily modified to include partners or small groups. When working with partners or group members, students should discuss their suggested answers to each question and come to consensus before writing any answer on the practice sheet.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### THE UNITED STATES

*The Original 13 Colonies and the Treaty of Paris*

**Directions:** Read the history of the original 13 colonies and the Treaty of Paris. Then, use the information to decide whether each statement below is true or false.

The original 13 colonies were owned by England. These colonies were New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

The people who lived in the colonies decided that they wanted to become their own country. They decided to fight a war against England to become their own country. The Revolutionary War began in 1776. The Americans won the war in 1783. After the war, the original 13 colonies became 13 states in a new country called the United States of America.

In 1783, the Treaty of Paris was signed by England and the United States. It said the Mississippi River was now the western border of the United States. The United States was now made up of the original 13 colonies plus all the land east of the Mississippi River.

**True/False**

1. The original 13 colonies were started by England.
2. After the Civil War, the original 13 colonies became 1 country called the United States of America.
3. In 1783, the Treaty of Paris was signed by England and the United States.
4. The Treaty of Paris said the Mississippi River was now the western border of the United States.
5. After the Treaty of Paris was signed, the United States was now made up of the original 13 colonies plus all the land east of the Mississippi River.

United States Worksheets

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### REGIONS OF THE U.S. - WEST

**Fill in the States** **Directions:** Fill in the names of the states in the West region of the United States. Then, use a highlighter or a map pencil to shade those states.

United States Worksheets

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE CAPITALS

**Fill in the Capital — 8**

**Directions:** Use the word bank, and write the names of the capital cities for the five states below.

<p>Montgomery</p> <p>Albany</p> <p>Dover</p> <p>Helena</p> <p>Jefferson City</p>	<p>Alabama</p> <p>Capital _____</p>
<p>Montana</p> <p>Capital _____</p>	<p>New York</p> <p>Capital _____</p>
<p>Missouri</p> <p>Capital _____</p>	<p>Delaware</p> <p>Capital _____</p>

United States Worksheets 46

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE ABBREVIATIONS

**Word Search — 1**

**Directions:** Use the state abbreviation clues to find and circle the hidden state names in the box below. State names may be written across, down, diagonally, or backwards.

B I L O M P H U Y P X E  
A L A S K A N P V E W O  
R E O E T K I S T N V I  
K V P N R E A N R N I D  
A N C L T N X G E S R W  
N K Q I A W L N I Y G L  
S O U T H C A R O L I N  
A J N R V Q R B F V N Q  
S O Q X O Y I E M A I P  
M X B A E G Z I K N A W  
R V W C L M O H N I Z R  
L O M W A P N Q M A U K  
I C O L O R A D O L T M

**STATE ABBREVIATION CLUES**

SC	CO	AR	MT	PA
AK	ME	VA	IA	AZ

United States Worksheets

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### U.S. LANDMARKS

**Choose the State — 5**

**Directions:** Draw a line from each U.S. landmark below to the state where it can be found.

<p>Amelia Earhart Birthplace Museum</p>	<p>West Virginia</p>
<p>Harpers Ferry National Historical Park</p>	<p>Kansas</p>
<p>Hoover Dam</p>	<p>Alabama</p>
<p>Battleship Memorial Park</p>	<p>Nevada</p>

United States Worksheets 130

# INTRODUCTION



## Unit Tests

For the first four units (The United States, State Names and Locations, State Capitals, and State Abbreviations), a reproducible unit test has been included to assess students' knowledge and understanding. For both State Names and Locations and State Capitals, an optional word bank has also been included for students to use as a reference when completing the assessment. This word bank provides an excellent adaptation for students who struggle to memorize all 50 states or all 50 state capitals.

Since the state facts taught in the remaining four units in the binder are more difficult to remember and, in the case of large cities, may change, no final tests are provided. However, teachers who wish to assess students' knowledge of these state facts may reuse any of the included practice sheets as tests once students have completed the unit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE NAMES & LOCATIONS

**Unit Test** Directions: Fill in the names of all 50 states. Then, use map pencils to shade the five regions, using a different color for each region.

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Unit Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE NAMES

**Word Bank** — Cross out each state after you write it on the Unit Test.

STATE	STATE
Alabama	Montana
Alaska	Nebraska
Arizona	Nevada
Arkansas	New Hampshire
California	New Jersey
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Illinois	Pennsylvania
Indiana	Rhode Island
Iowa	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	Wyoming

PE REPRODUCIBLE United States Worksheets 35

Optional Word Bank for Unit Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE CAPITALS

**Unit Test** Directions: Fill in the capital cities of all 50 states.

STATE	CAPITAL CITY	STATE	CAPITAL CITY
Alabama		Montana	
Alaska		Nebraska	
Arizona		Nevada	
Arkansas		New Hampshire	
California		New Jersey	
Colorado		New Mexico	
Connecticut		New York	
Delaware		North Carolina	
Florida		North Dakota	
Georgia		Ohio	
Hawaii		Oklahoma	
Idaho		Oregon	
Illinois		Pennsylvania	
Indiana		Rhode Island	
Iowa		South Carolina	
Kansas		South Dakota	
Kentucky		Tennessee	
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			

PE REPRODUCIBLE

Unit Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### STATE CAPITALS

**Word Bank** — Cross out each capital city after you write it on the Unit Test.

CAPITAL CITY	CAPITAL CITY
Albany	Jefferson City
Annapolis	Juneau
Atlanta	Lansing
Augusta	Lincoln
Austin	Little Rock
Baton Rouge	Madison
Bismarck	Montgomery
Boise	Montpelier
Boston	Nashville
Carson City	Oklahoma City
Charleston	Olympia
Cheyenne	Phoenix
Columbia	Pierre
Columbus	Providence
Concord	Raleigh
Denver	Richmond
Des Moines	Sacramento
Dover	St. Paul
Frankfort	Salem
Harrisburg	Salt Lake City
Hartford	Santa Fe
Helena	Springfield
Honolulu	Tallahassee
Indianapolis	Topeka
Jackson	Trenton

PE REPRODUCIBLE United States Worksheets 35

Optional Word Bank for Unit Test

# INTRODUCTION



## Using the Progress Chart

The progress chart provides an easy way to document students' knowledge of state facts. This progress chart can be used for daily grading purposes, or it can be used periodically to note progress or check for mastery. This chart covers the most basic state facts, including state names, locations, capitals, and abbreviations. The more challenging categories of large cities, bordering states, U.S. landmarks, and state nicknames are not included.

## Pretest

Before sending any study guides for a particular unit home, administer the pretest for that unit. Write the student's name, your name, and the language being used on the progress chart. For each correct answer given, mark a ✓ in the appropriate box of the progress chart. For each incorrect answer, mark an X in the appropriate box of the progress chart. Repeat this process for all 50 states.

**UNITED STATES WORKSHEETS**

*Progress Chart*  
 Name Roberto Salazar  
 Evaluated By Mrs. Haney  
 Language Used:  English  Spanish  Other \_\_\_\_\_

STATES	Date <u>9/18/02</u>					Date _____					TESTING CODES ✓ = Accomplished X = Did Not Accomplish	COMMENTS
	STATE NAMES	STATE LOCATIONS	STATE CAPITALS	STATE ABBREVIATIONS	STATE NAMES	STATE LOCATIONS	STATE CAPITALS	STATE ABBREVIATIONS				
Alabama	✓	X	✓	✓								
Alaska	✓	✓	X	X								
Arizona	X	X	✓	X								

Use the following procedures for specific pretests:

### State Names

Point to a state on a blank United States map (page 34), and ask the student to name it.

### State Locations

Show the student the blank United States map, and name a state. Ask the student to point to the state on the map to indicate its location.

### State Capitals

Name a state, and ask the student to name its capital city.

### State Abbreviations

Name a state, and ask the student to give its two-letter abbreviation.

### After the Pretest

Send home the appropriate study guides, and have the students practice learning state names, locations, and other facts in class and at home. Complete the suggested skills lessons, and provide the practice sheets. Update the students' progress periodically by testing them again and noting their mastery or nonmastery in the appropriate columns on additional progress charts. Staple each student's progress charts together, keeping the most current one on top.



# THE UNITED STATES



## Lesson 1

### Objectives

1. To identify areas that were acquired to form the United States
2. To define Manifest Destiny

### Materials

Provide students with copies of the Study Guides (pages 2 and 3) and selected practice activities for each student.

### Prior Knowledge Discussion

Ask the students if they know how and when their state became part of the United States. Discuss the reasons explorers and settlers would have come to their state.

### Skills Lesson

Tell the students they will be learning about how the 50 states became part of the United States. Explain that the United States bought land from other countries and sometimes went to war with other countries so that the United States could grow. Tell the students they are going to learn about:

- The Original 13 Colonies and the Treaty of Paris
- The Louisiana Purchase
- The Mexican Cession
- Alaska and Hawaii
- Territories and Commonwealths

Review the way the students' home state joined the United States. Discuss whether it was a part of the land deals listed above or joined during a different time. Research what country the students' home state belonged to before it became part of the United States. Discuss any tribes of Native Americans or other groups of people who lived in the students' home state before it became a state. Discuss how the date the students' home state joined the United States compares to the dates of other states.

### Home/Parental Involvement

Have the students go over the map with their parents to reinforce the first four skills activities.

### Practice Sheets and Unit Test

Have the students work individually, in pairs, or as a class to complete the activities on pages 4–13. Then, have them complete the review sheets on pages 14 and 15, using their study guides if needed. When the lesson is completed, have the students take The United States Unit Test on pages 16–18.

### Extension Activity

Instruct each student to choose a different state. Have the students research the states and answer the following questions. The information gathered can later be shared with the class.

1. What year did the state join the United States?
2. Was the state a territory first?
3. What country did the state belong to before the United States claimed it?
4. Did Native Americans live in the state? Which groups?

# THE UNITED STATES



**Study Guide** — Use this list to learn the date each state officially became a part of the United States.

STATE	DATE
1. Delaware	<i>Dec. 7, 1787</i>
2. Pennsylvania	<i>Dec. 12, 1787</i>
3. New Jersey	<i>Dec. 18, 1787</i>
4. Georgia	<i>Jan. 2, 1788</i>
5. Connecticut	<i>Jan. 9, 1788</i>
6. Massachusetts	<i>Feb. 6, 1788</i>
7. Maryland	<i>Apr. 28, 1788</i>
8. South Carolina	<i>May 23, 1788</i>
9. New Hampshire	<i>June 21, 1788</i>
10. Virginia	<i>June 25, 1788</i>
11. New York	<i>July 26, 1788</i>
12. North Carolina	<i>Nov. 21, 1789</i>
13. Rhode Island	<i>May 29, 1790</i>
14. Vermont	<i>Mar. 4, 1791</i>
15. Kentucky	<i>June 1, 1792</i>
16. Tennessee	<i>June 1, 1796</i>
17. Ohio	<i>Mar. 1, 1803</i>
18. Louisiana	<i>Apr. 30, 1812</i>
19. Indiana	<i>Dec. 11, 1816</i>
20. Mississippi	<i>Dec. 10, 1817</i>
21. Illinois	<i>Dec. 3, 1818</i>
22. Alabama	<i>Dec. 14, 1819</i>
23. Maine	<i>Mar. 15, 1820</i>
24. Missouri	<i>Aug. 10, 1821</i>
25. Arkansas	<i>June 15, 1836</i>

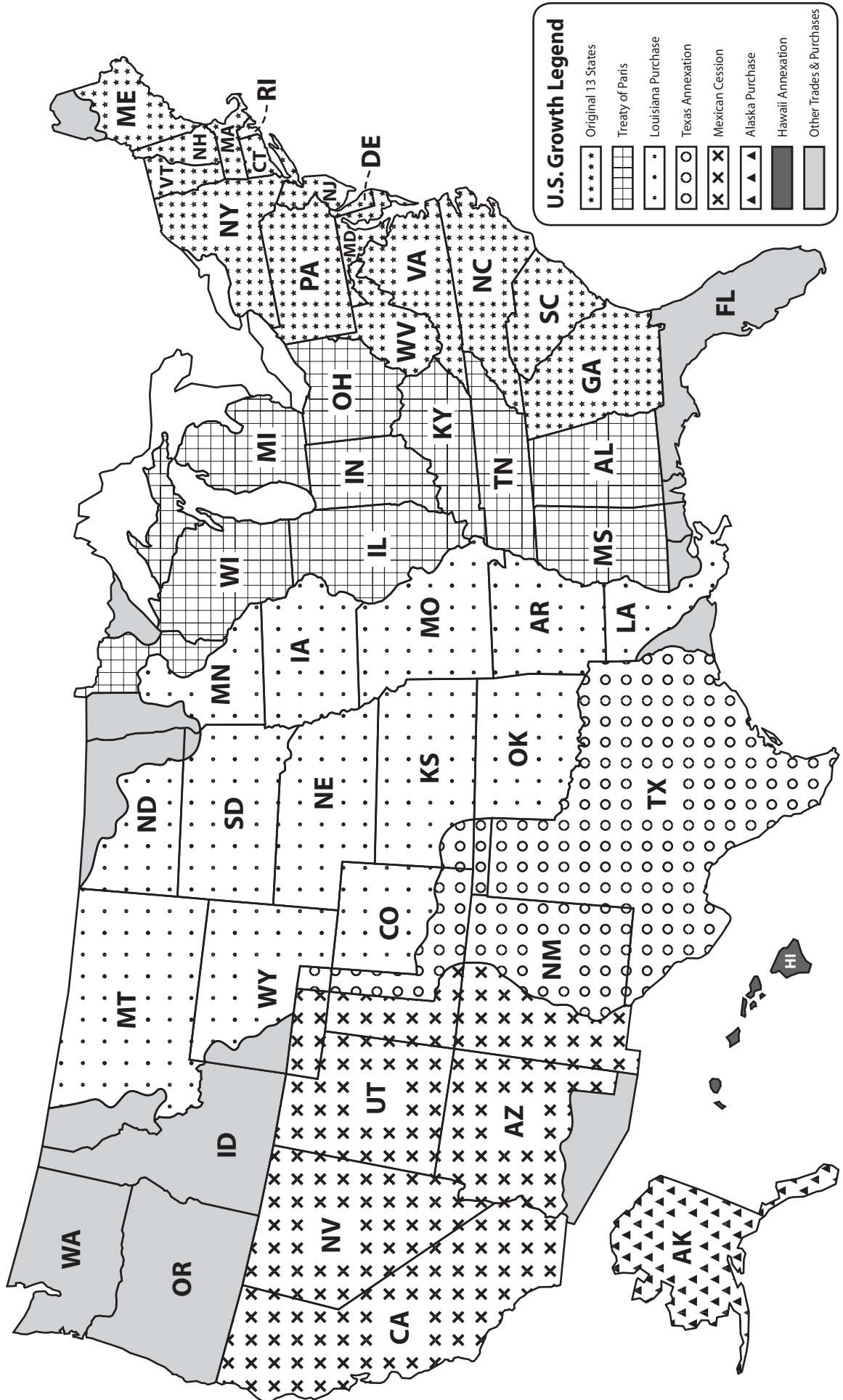
STATE	DATE
26. Michigan	<i>Jan. 26, 1837</i>
27. Florida	<i>Mar. 3, 1845</i>
28. Texas	<i>Dec. 29, 1845</i>
29. Iowa	<i>Dec. 28, 1846</i>
30. Wisconsin	<i>May 29, 1848</i>
31. California	<i>Sept. 9, 1850</i>
32. Minnesota	<i>May 11, 1858</i>
33. Oregon	<i>Feb. 14, 1859</i>
34. Kansas	<i>Jan. 29, 1861</i>
35. West Virginia	<i>June 20, 1863</i>
36. Nevada	<i>Oct. 31, 1864</i>
37. Nebraska	<i>Mar. 1, 1867</i>
38. Colorado	<i>Aug. 1, 1876</i>
39. North Dakota	<i>Nov. 2, 1889</i>
40. South Dakota	<i>Nov. 2, 1889</i>
41. Montana	<i>Nov. 8, 1889</i>
42. Washington	<i>Nov. 11, 1889</i>
43. Idaho	<i>July 3, 1890</i>
44. Wyoming	<i>July 10, 1890</i>
45. Utah	<i>Jan. 4, 1896</i>
46. Oklahoma	<i>Nov. 16, 1907</i>
47. New Mexico	<i>Jan. 6, 1912</i>
48. Arizona	<i>Feb. 14, 1912</i>
49. Alaska	<i>Jan. 3, 1959</i>
50. Hawaii	<i>Aug. 21, 1959</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE GROWTH OF THE UNITED STATES

*Study Guide — Use this map to learn how each state became part of the United States.*



# THE UNITED STATES



## *The Original 13 Colonies and the Treaty of Paris*

**Directions:** *Read the history of the original 13 colonies and the Treaty of Paris. Then, use the information to decide whether each statement below is true or false.*

The original 13 colonies were owned by England. These colonies were New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

The people who lived in the colonies decided that they wanted to become their own country. They decided to fight a war against England to become their own country. The Revolutionary War began in 1776. The Americans won the war in 1783. After the war, the original 13 colonies became 13 states in a new country called the United States of America.

In 1783, the Treaty of Paris was signed by England and the United States. It said the Mississippi River was now the western border of the United States. The United States was now made up of the original 13 colonies plus all the land east of the Mississippi River.

### True/False

- \_\_\_\_\_ 1. The original 13 colonies were started by England.
- \_\_\_\_\_ 2. After the Civil War, the original 13 colonies became 13 states in a new country called the United States of America.
- \_\_\_\_\_ 3. In 1783, the Treaty of Paris was signed by England and the United States.
- \_\_\_\_\_ 4. The Treaty of Paris said the Mississippi River was now the eastern border of the United States.
- \_\_\_\_\_ 5. After the Treaty of Paris was signed, the United States was made up of the original 13 colonies plus all the land east of the Mississippi River.

# THE UNITED STATES



## *The Original 13 Colonies and the Treaty of Paris*

**Directions:** Use the information about the original 13 colonies and the Treaty of Paris to choose the best answer for each question below.

- \_\_\_\_\_ 1. The original \_\_\_\_\_ colonies were owned by England.
- 13
  - 50
  - 5
  - 15
- \_\_\_\_\_ 2. After the United States won the Revolutionary War, the original 13 colonies became 13 \_\_\_\_\_ in a new country called the United States of America.
- countries
  - cities
  - territories
  - states
- \_\_\_\_\_ 3. In 1783, the Treaty of Paris was signed by \_\_\_\_\_ and the United States.
- France
  - Germany
  - England
  - Mexico
- \_\_\_\_\_ 4. The Treaty of Paris said the \_\_\_\_\_ River was now the western border of the United States.
- Ohio
  - Mississippi
  - Colorado
  - Snake
- \_\_\_\_\_ 5. After the Treaty of Paris was signed, the United States was made up of the original 13 colonies plus \_\_\_\_\_.
- all the land east of the Mississippi River
  - all the land west of the Colorado River
  - all the land from the Atlantic Ocean to the Pacific Ocean
  - all the land south of the Ohio River