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ප්‍රශ්න : සහ 10 3

ඉතිහාසය I, II

ඉතිහාසය - I

පැලකිය යුතුයි :

❖ සියලුම ප්‍රශ්නවලට පිළිතුරු සපයන්න.

▪ ප්‍රශ්න අංක 1 - 5 දක්වා ප්‍රශ්න වලට වඩාත් සැලසෙන පිළිතුරු තෝරා ගවුන් ඉරිස් අඳින්න.

01. ලන්දේසි ජාතිකයන්ගේ පිරි රට වූයේ,

1) ඉංග්‍රීසි.

2) ඩෙන්මාර්ක්.

3) ස්විට්සර්ලන්ත.

4) ස්විට්සර්ලන්ත.

02. ලන්දේසි පිටත් පිළිසෙල කළ තෝරාගත් රටකින් තෝරන්න.

1) ප්‍රංශ.

2) ඉංග්‍රීසි.

3) ස්විට්සර්ලන්ත.

4) ස්විට්සර්ලන්ත.

03. ඉංග්‍රීසි ජාතිකයන් ක්‍රි. ව. 1795 වර්ෂයේ දී ලංකාවේ පිළිගත් රටකින් තෝරන්න ?

1) කෙරුම.

2) පිත්තරුම.

3) ස්විට්සර්ලන්ත.

4) ස්විට්සර්ලන්ත.

04. ක්‍රි.ව. 1815 උඩරට පිළිසෙල කළ තෝරාගත් රටකින් තෝරන්න.

1) කෙරුම.

2) පිත්තරුම.

3) ස්විට්සර්ලන්ත.

4) තෝරාගත් පිත්තරුම.

05. ස්විට්සර්ලන්ත රටකින් තෝරන්න.

1) කෙරුම.

2) තෝරාගත් පිත්තරුම.

3) ස්විට්සර්ලන්ත.

4) D.B. පිත්තරුම.

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**James Arthur, UNIVERSITY OF WALES
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Issues in History Teaching James Arthur, UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS, 2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools The Odic Force Karl Von Reichenbach, 2000 Odic force is a vital energy or life force that permeates all living plants animals and humans The author was the first person to approach this force scientifically having conducted hundreds of careful experiments He worked with people who were sensitive enough to accurately detect the polarity of magnets because they could actually see it These people also saw the human aura an energy field connected to the human body plus detected an energy related color spectrum that was linked to metals and minerals This is a simplified version of a more advanced text making it perfect for those wishing to grasp the subject **Objective History of Modern India (Topicwise Previous Papers) for UPSC & State PSC Exams** Mocktime Publication, Objective History of Modern India Topicwise Previous Papers for UPSC State PSC Exams *History*, 2009 From Book's Preface Contains summary population totals for the United States Puerto Rico and the Island areas and for major race groups and an overview of political statistical and technological context in which the census took place Describes preparations for the census including lessons learned from the 1990 census consultations with governmental and other data users recommendations from the National Academy of Sciences and other advisory groups and the plans for and results of census tests conducted between 1992 and 1998 Summaries the history of each question on the short and long forms the response categories data uses and any associated editing allocation and coding instructions Reviews evaluations and recommendations from the 1990 program the decision to use paid advertising in Census 2000 developing and implementing an integrated marketing strategy components of the partnership program and a series of special initiatives Describes the organization and distribution of regional census centers and local census offices the hiring and training of temporary field staff the hardware and software used to track and assess census progress and the different components of the enumeration process Summarizes the decision to hire contractors to conduct data capture and manage the data capture centers the hardware and software used to capture census data the headquarters tabulation process identification and deletion of duplicates editing and

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Pace, 2021-02-15 Teaching controversial issues in the classroom is now more urgent and fraught than ever as we face up to rising authoritarianism racial and economic injustice and looming environmental disaster Despite evidence that teaching controversy is critical educators often avoid it How then can we prepare and support teachers to undertake this essential but difficult work *Hard Questions Learning to Teach Controversial Issues* based on a cross national qualitative study examines teacher educators efforts to prepare preservice teachers for teaching controversial issues that matter for democracy justice and human rights It presents four detailed cases of teacher preparation in three politically divided societies Northern Ireland England and the United States The book traces graduate students learning from university coursework into the classrooms where they work to put what they have learned into practice It explores their application of pedagogical tools and the factors that facilitated or hindered their efforts to teach controversy The book s cross national perspective is compelling to a broad and diverse audience raising critical questions about teaching controversial issues and providing educators researchers and policymakers tools to help them fulfill this essential democratic mission of education *Pulp, Paper, and Board; Quarterly Industry Report* ,1976 **Resources in Education** ,1998

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