

HISTORY



1. The Rise of Nationalism in Europe

Topic INTRODUCTION



Revision Notes

Frédéric Sorrieu's 1848 Prints : A Vision of 'Democratic and Social Republics'

- Sorrieu's utopian vision of a world composed of 'democratic and social Republics'.
- The first print depicts peoples of Europe and America marching in a train, praising the statue of Liberty.
- The image shows the shattered remains of symbols of absolutist institutions.
- The United States and Switzerland, France, Germany, Austria, the Kingdom of the Two Sicilies, Lombardy, Poland, England, Ireland, Hungary, and Russia are leading the procession.
- Christ, saints, and angels are used to symbolize fraternity among the nations.
- Nationalism emerged in the 19th century, leading to the emergence of the nation-state.
- A nation-state developed a sense of common identity and shared history or descent among its citizens and rulers.
- The chapter will explore the processes through which nation-states and nationalism came into being in 19th-century Europe.



SOME IMPORTANT DATES

- 1797** : Napoleon invades Italy; Napoleonic wars begin.
- 1814-1815** : Fall of Napoleon; the Vienna Peace Settlement.
- 1821** : Greek struggle for independence begins.
- 1848** : Revolutions in Europe; artisans, industrial workers and peasants revolt against economic hardships; middle classes demand constitutions and representative governments; Italians, Germans, Magyars, Poles, Czechs, etc. demand nation-states.
- 1859-1870** : Unification of Italy.
- 1866-1871** : Unification of Germany.
- 1905** : Slav nationalism gathers force in the Habsburg and Ottoman Empires



SOME IMPORTANT TERMS

- Absolutist** : Literally, a government or system of rule that has no restraints on the power exercised. In history, the term refers to a form of monarchical government that was centralised, militarised and repressive
- Utopian** : A vision of a society that is so ideal that it is unlikely to actually exist
- Plebiscite** : A direct vote by which all the people of a region are asked to accept or reject a proposal

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. Identify the French artist who prepared a series of four prints visualising his dream of a world from the following : [CBSE (D), 2013, Set-1]

- (a) Kitagawa Utamaro (b) Richard M. Hoe
(c) Frederic Sorrieu (d) Voltaire

Ans. (c) Frederic Sorrieu

2. Which of the following best explains Utopian Society ? (2011-CBSE SAI 12/B1)

- (a) A society where everybody is equal
(b) A democratic society
(c) An idealist society which can never be achieved
(d) A society with a comprehensive constitution

Ans. (c) An idealist society which can never be achieved

3. What is the name of the painting prepared by Frederic Sorrieu in 1848 ?

- (a) The Dream of world wide democratic and social republics.
(b) Utopian vision of the world.
(c) Enlightenment and the characters of the Rights of Man.
(d) Fraternity amongst the nations.

(2012-CBSE SAI 68007)

Ans. (a) The Dream of world wide democratic and social republics

4. Which amongst the following did bring sweeping changes in the political and material world of Europe in the 19th century ?

- (a) The emergence of the nation state
- (b) The multi-national dynastic empire
- (c) Territorial state
- (d) Absolute monarchy

[CBSE School Exam, 2013]

Ans. (a) The emergence of the nation state

5. Frederic Sorrieu was a :

- (a) Philosopher
- (b) Writer
- (c) Painter
- (d) A revolutionary

[CBSE School Exam, 2013]

Ans. (c) Painter

Picture Based Question

Study the picture and answer the following question :

6. Which two countries are leading the procession, way past the statue of Liberty?

- (a) France and Belgium
- (b) Switzerland and France
- (c) USA and Switzerland
- (d) Poland and Germany



(Taken from NCERT textbook, Page-3)

Ans. (c) USA and Switzerland.

Very Short Answer Type Questions

7. Who was Frederic Sorrieu?

Ans. Frederic Sorrieu was a painter.

8. What brought sweeping changes in the political and mental world of Europe in the 19th Century?

Ans. The emergence of the nation-state.

R SUBJECTIVE TYPE QUESTIONS R

9. What was Sorrieu's utopian vision ? Who were leading the procession past the Statue of Liberty ? (2017-2NN4UML, UGS1DFG, 6K28XTT)

Ans. (1) Frederic Sorrieu was a famous French artist who had prepared a series of four prints visualising his dreams of a world. In his utopian vision, the people of world are grouped as distinct nation, identified through their flags and national costume.

(2) United States and Switzerland were leading the procession past of the Statue of Liberty.

(3) By this time, United States and Switzerland were already nation-states.

10. Differentiate between the concept of a modern state and a nation state. How did the sense of common identity develop in Europe ?

(2016-DHJB8ZA; 2015-8XZ858H)

Ans. (1) In a modern state a centralised power exercised sovereign control over a clearly defined territory. It had been developing over a long period of time in Europe.

(2) A nation state was one in which the majority of its citizens and not only its rulers, came to develop a sense of common identity and shared history or descent.

(3) This commonness was forged through struggles, through the actions of the leaders and the common people and did not exist from time immemorial.

Topic 1. THE FRENCH REVOLUTION AND THE IDEA OF THE NATION



Revision Notes

The French Revolution and Nationalism

- The French Revolution in 1789 marked the first clear expression of nationalism.
- The revolution transferred sovereignty from the monarchy to a body of French citizens, emphasizing the people's role in shaping the nation's destiny.
- The revolutionaries introduced measures to create a sense of collective identity among the French people, emphasizing the idea of la patrie (the fatherland) and le citoyen (the citizen).

- The new French flag, the tricolour, replaced the former royal standard, and the Estates General was elected by active citizens.
- A centralized administrative system was established, formulated uniform laws for all citizens, and regional dialects were discouraged.
- The revolutionaries declared the mission of the French nation to liberate peoples of Europe from despotism.
- The news of the events in France spread to Europe, leading to the establishment of Jacobin clubs and the French armies moving into Holland, Belgium, Switzerland, and Italy in the 1790s.
- Napoleon introduced reforms in his control, including the Civil Code of 1804, which abolished birth privileges, established equality before the law, and secured the right to property.
- The Code was exported to regions under French control, simplifying administrative divisions, abolishing the feudal system, and improving transport and communication systems.
- Initial enthusiasm for French rule in Holland, Switzerland, Brussels, Mainz, Milan, and Warsaw.
- Hostility grew as administrative changes didn't align with political freedom.
- Increased taxation, censorship, and forced conscription outweighed the administrative benefits.

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. What did the ideas of *la patrie* and *le citoyen* signify in the French Revolution?

(2011–CBSE SAI 11/A1)

- (a) The motherland and the children
- (b) The fatherland and the citizens
- (c) The community and the citizens
- (d) The state and the community

Ans. (b) The fatherland and the citizens

2. When did Napoleon invade Italy ?

- (a) 1821 (b) 1905 (c) 1797 (d) 1795

(2011–CBSE SAI 29/B1, 23/A1)

Ans. (c) 1797

3. Which one of the following was NOT the feature of Napoleonic Code ?

- (a) Equality before the law
- (b) Universal Adult Franchise

(c) No privileges based on birth

(d) Right to Property (2011–CBSE SAI 05/A1)

Ans. (c) No privileges based on birth

4. Which of the following were the key features of Napoleon Civil Code of 1804?

(i) It took away all the privileges based on birth.

(ii) It simplified administrative divisions, abolished the feudal system.

(iii) Transport and communicative systems were improved.

(iv) This code was exported to the regions under French control.

(a) Only (i) is correct

(b) Only (i) and (ii) are correct

(c) Only (iii) and (iv) are correct

(d) All the statements are correct

Ans. (d) All the statements are correct

5. In which of the following events, we see the first clear expression of Nationalism ?

(a) Glorious Revolution of England

(b) The French Revolution of 1789

(c) The October 1917 Revolution of Russia

(d) The American Revolution

[CBSE-SA-II, 2012–2080, 68038]

Ans. (b) The French Revolution of 1789

6. How did Holland, Switzerland and Brussels welcome French armies ?

(a) As the Models of Humanity.

(b) As the Harbingers of Liberty.

(c) As the models of equality.

(d) As the propagators of freedom and equality.

[CBSE-SA-II, 2012–68006]

Ans. (b) As the Harbingers of Liberty.

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

(a) Both A and R are true, and R is the correct explanation of A.

(b) Both A and R are true, but R is not the correct explanation of A.

(c) A is correct but R is wrong.

(d) A is wrong but R is correct.

7. (A) : By the settlement of Vienna, Belgium was annexed to Holland to set up a powerful state in North east border of France.

(R) : In the revolution of 1848, men and

women of middle classes continued their demands for constitutionalism.

Ans. (a) Both A and R are true, and R is the correct explanation of A.

Very Short Answer Type Question

8. What was the main aim of the French revolutionaries ?

Ans. The main aim of the French revolutionaries was to introduce various measures to create a sense of collective identity amongst the French people.

R SUBJECTIVE TYPE QUESTIONS R

9. Explain Frederic Sorrieu's dream in the context of democratic and social republics in France during 1848. (CBSE 32-1-1, 2023)

Ans. (i) In 1848, Frederic Sorrieu, a French artist, prepared a series of four prints visualising his dream of a world made up of 'democratic and social republics'.

(ii) The first print of the series, shows the peoples of Europe and America — men and women of all ages and social classes — marching in a long train, and offering homage to the Statue of Liberty as they pass by it.

(iii) Personified Liberty as a female figure . with the Torch of Enlightenment in one hand and the Declaration of the Rights of Man in the other.

(iv) It was against the symbols of absolutist institutions.

(v) In Sorrieu's utopian vision, the people of the world are categorised as distinct nations.

(vi) The groups of categories are identified through their flags and national costume.

(vii) He believed that from the heavens above, Christ, saints and angels gaze upon the scene.

(viii) Leading the procession, way past the Statue of Liberty, are the United States and Switzerland, which by this time were already Nation-States.

(ix) These symbols have been used by the artist to symbolise fraternity among the nations of the world.

10. Describe any three measures that were introduced by the French revolutionaries to

create a sense of collective identity amongst the French people. (CBSE 32-4-2, 2023)

Ans. (i) The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.

(ii) A new French flag, the tricolour, was chosen to replace the former royal flag.

(iii) The Estates General was elected by the body of active citizens and renamed the National Assembly.

(iv) New hymns were composed, oaths taken and martyrs commemorated.

(v) A centralized administrative system was put in place and it formulated uniform laws for all citizens within its territory.

(vi) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.

(vii) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

11. How did the French Revolution play an important role in creating the idea of the 'Nation' in Europe ? Explain. (CBSE 32-5-1, 2023)

Ans. (i) The ideas of la patrie (the fatherland), le citoyen (the citizen) emphasised the notion of a united community enjoying equal rights under our constitution.

(ii) A new french flag, the tricolour, was chosen to replace the former royal standard.

(iii) The estates general was elected by the body of active citizens and renamed the national assembly.

(iv) New hymns were composed, oaths were taken and martyrs commemorated, all in the name of the nation.

(v) A centralized administrative system was put in place.

(vi) It formulated uniform laws for all citizens within its territory.

(vii) Internal custom duties and dues were abolished .

(viii) A uniform system of weights and measures were adopted .

(ix) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

Topic**2. THE MAKING OF NATIONALISM IN EUROPE****Revision Notes****Mid-Eighteenth-Century Europe : A Study of Nationalism and the Nation-State**

- No 'nation-states' as we know them today.
- Germany, Italy, and Switzerland were divided into kingdoms, duchies, and cantons.
- Eastern and Central Europe were autocratic monarchies with diverse peoples.
- Peoples often spoke different languages and belonged to different ethnic groups.
- Habsburg Empire, ruled over Austria-Hungary, was a patchwork of different regions and peoples.
- Dominant groups included Alpine regions, Bohemia, Italian-speaking provinces, and subject peasant peoples.
- Common allegiance to the emperor was the only bind.
- The idea of the nation-state emerged due to these diverse groups.

2.1 The Aristocracy and the New Middle Class**Landed Aristocracy and European Society**

- Landed aristocracy was the dominant class on the continent, united by a common way of life.
- They owned estates and town-houses, spoke French for diplomacy and high society, and often connected by marriage.
- The aristocracy was a small group, with the majority of the population being peasantry.
- Industrialization led to the growth of towns and commercial classes in Western and Central Europe.
- Industrialisation began in England in the 18th century, but in France and parts of Germany, it occurred in the 19th century.
- New social groups emerged: working-class population, middle classes, and educated, liberal middle classes.
- Ideas of national unity gained popularity among educated, liberal middle classes after abolition of aristocratic privileges.

2.2 What did Liberal Nationalism Stand for?**19th-Century Europe's National Unity and Liberalism****Liberalism's Role in National Unity**

- Derived from the Latin root 'liber' meaning free.

- Stands for individual freedom and equality before the law.
- Emphasizes government by consent, constitution, and representative government.
- Stresses inviolability of private property.

Equality Before the Law and Political Rights

- In revolutionary France, voting rights were granted exclusively to property-owning men.
- Women and non-propertied men organized opposition movements demanding equal political rights.

Economic Liberalism and Economic Growth

- Stands for freedom of markets and abolition of state-imposed restrictions on goods and capital movement.
- German-speaking regions viewed administrative measures as obstacles to economic exchange and growth.
- A customs union was formed in 1834, abolishing tariff barriers and reducing the number of currencies.
- The creation of railways stimulated mobility, harnessing economic interests to national unification.

2.3 A New Conservatism after 1815**Post-Napoleon Europe: A Conservative Perspective**

- European governments in 1815 were driven by conservatism, preserving traditional institutions like the monarchy, Church, social hierarchies, property, and family.
- Modernisation, initiated by Napoleon, was seen as a way to strengthen traditional institutions like the monarchy.
- The Treaty of Vienna of 1815, drafted by Britain, Russia, Prussia, and Austria, aimed to undo most changes from the Napoleonic wars.
- The Bourbon dynasty was restored, and France lost territories it had annexed under Napoleon.
- States were established on France's boundaries to prevent future French expansion.
- The aim was to restore monarchies and create a new conservative order in Europe.
- Conservative regimes were autocratic, imposing censorship laws to control what was said in newspapers, books, plays, and songs.
- Liberal-nationalists, who criticised the new conservative order, emphasized the importance of press freedom.

2.4 The Revolutionaries

Post-1815 Revolutionary Movement in Europe

- Fear of repression led liberal-nationalists to underground, leading to the formation of secret societies to train revolutionaries and spread revolutionary ideas.
- Revolutionary commitment required opposition to monarchical forms and fight for liberty and freedom.
- Giuseppe Mazzini, an Italian revolutionary, was a key figure in this movement.
- Mazzini founded Young Italy and Young Europe, aiming for a single, unified republic within a wider alliance of nations.
- His vision of democratic republics frightened conservatives, leading to secret societies in Germany, France, Switzerland, and Poland.



SOME IMPORTANT TERMS

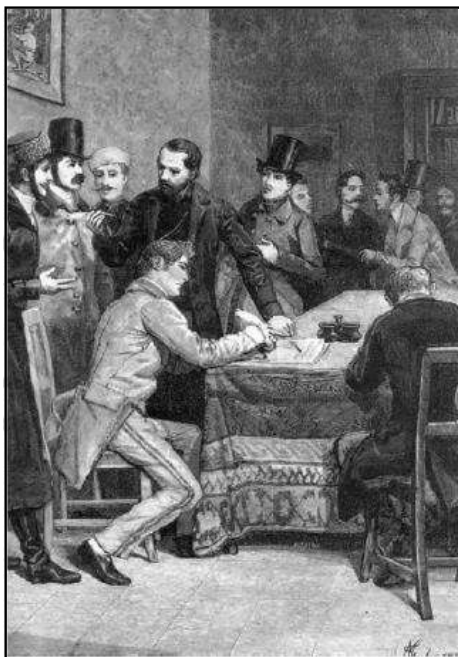
Suffrage : The right to vote

Conservatism : A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. Identify the person in the painting from the options given below. He was described as 'the most dangerous enemy of our social order'.



(CBSE Addl. Practice, 2023-24)

- (a) Metternich (b) Mazzini
(c) Garibaldi (d) Cavour

Ans. (b) Mazzini

2. Which one of the following ideologies were the European Governments driven by after the defeat of Napoleon in 1815 ?

- (a) Socialism (b) Conservatism
(c) Liberalism (d) Romanticism

(CBSE 32-2-1, 2023)

Ans. (b) Conservatism

Explanation : After the defeat of Napoleon in 1815, European governments were driven by conservatism. They sought to restore the monarchies that had been overthrown by Napoleon and create a new conservative order in Europe. These conservative regimes were autocratic and did not tolerate criticism or dissent. They imposed censorship laws to control what was said in newspapers, books, plays, and songs, and aimed to curb activities that questioned the legitimacy of autocratic governments.

3. Arrange the following in chronological order and choose the correct option :

- (I) Napoleonic wars
(II) The Treaty of Vienna
(III) Greek Struggle for Independence
(IV) Slav Nationalism in Ottoman Empire
(a) (III), (II), (I) and (IV)
(b) (I), (II), (III) and (IV)
(c) (IV), (III), (II) and (I)
(d) (IV), (II), (III) and (I)

(CBSE 32-4-1, 2023)

Ans. (b) (I), (II), (III) and (IV)

4. Who among the following remarked "When France sneezes, the rest of Europe catches cold" ? (CBSE-2021, Term 1)

- (a) Lord Byron (b) Metternich
(c) Johann Herder (d) Napoleon

Ans. (b) Metternich

5. Socially and politically which was the dominant class in Europe in the mid-eighteenth century ? [Delhi Board (E), 2013]

- (a) Peasantry (b) Landed Aristocracy
(c) Serfs (d) Industrialists

Ans. (b) Landed Aristocracy

6. What was the end results of 19th century nationalism ? [CBSE School Exam, 2013]

- (a) Nation states (b) Multidynastic empires
(c) Modern states (d) Absolutist monarchies

Ans. (a) Nation states

7. Why was the Treaty of Vienna (1815) drawn up ?

- (a) To establish tariff barriers.
 (b) To restore the monarchies.
 (c) To divide the German confederation of 39 states.
 (d) To establish democracies.

Ans. (b) To restore the monarchies.

8. When did the Treaty of Vienna take place?

- (a) 1815 (b) 1816 (c) 1832 (d) 1825

Ans. (a) 1815

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

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(b) Both A and R are true, but R is not the correct explanation of A.

(c) A is correct but R is wrong.

(d) A is wrong but R is correct.

9. (A) : Growth of printing press enabled wide circulation of ideas of enlightened thinkers.

(R) : Printing press introduced a new platform of debate and discussion on tradition and despotism.

Ans. (a) Both A and R are true and R is the correct explanation of A.

10. (A) : In Britain, the formation of the nation-state was not the result of a sudden upheaval.

(R) : Ethnic groups of Britain extended its influence. (CBSE-2021, Term 1)

Ans. (a) Both A and R are true and R is the correct explanation of A.

Very Short Answer Type Questions

11. What was the main objective of the Treaty of Vienna of 1815?

Ans. To undo the changes brought about in Europe during Napoleonic wars.

12. Where did the industrialisation first begin in Europe ?

Ans. England

13. Who was Giuseppe Mazzini ?

Ans. Giuseppe Mazzini was an Italian revolutionary.

Correct the statements and rewrite

14. In 1834, a Customs Union was formed at the initiative of Prussia and joined by most of the Italian states.

Ans. In 1834, a Customs Union was formed at the initiative of Prussia and joined by most of the German states.

15. The Vienna Congress was hosted by Napoleon.

Ans. The Vienna Congress was hosted by the Austrian Chancellor Duke Metternich.

R SUBJECTIVE TYPE QUESTIONS R

16. Mention any two objectives of the 'Treaty of Vienna' of 1815. (CBSE 32-6-3, 2023)

Ans. (i) The Treaty of Vienna of 1815 was framed with the objective of undoing most of the changes that had come about in Europe during the Napoleonic wars.

(ii) The Bourbon Dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.

(iii) A series of States were set on the boundaries of France to prevent French expansion in future.

(iv) The kingdom of the Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south.

(v) Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy. But the German confederation of 39 States that had been set up by Napoleon was left untouched. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.

(vi) The main intention was to restore the monarchies that had been overthrown by Napoleon, and create a new conservative order in Europe.

17. "Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism? Examine the statement. (CBSE 32-4-1, 2023)

Ans. (i) The term 'liberalism' is derived from the Latin word liber, meaning free.

(ii) For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law.

(iii) Politically, it emphasized the concept of government by consent.

(iv) Equality before the law did not necessarily stand for universal suffrage.

(v) The right to vote and to get elected was granted exclusively to property-owning men.

(vi) Liberals also stressed on the inviolability of private property.

(vii) In the economic sphere, liberalism stood for the freedom of markets and the abolition of State-imposed restrictions on the movement of goods and capital.

18. Examine the ideas of liberal nationalism in Europe during the nineteenth century.

(CBSE 32-2-1, 2023)

Ans. (i) For the new middle classes liberalism stood for the freedom for the individual and equality of all before law.

(ii) Politically it emphasised the government by consent.

(iii) Liberals also stressed the inviolability of private property.

(iv) In the economic sphere, liberalism stood for the freedom of market and abolition of state imposed restrictions on the movement of goods and capital.

19. Describe the decisions taken in the Treaty of Vienna of 1815. (CBSE Comptt., 2023)

Ans. (i) Treaty of Vienna of 1815 was drawn up with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars.

(ii) The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.

(iii) A series of states were set up on the boundaries of France to prevent French expansion in future.

(iv) Kingdom of the Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south.

(v) Prussia was given important new territories on its western frontiers.

(vi) Austria was given control of northern Italy.

(vii) Russia was given part of Poland while Prussia was given a portion of Saxony.

(viii) German confederation of 39 states that had been set up by Napoleon was left untouched.

(ix) The main intention was to restore the monarchies that had been overthrown by Napoleon and create a new conservative order in Europe.

20. What did Liberal Nationalism stand for ? Explain any four ideas of liberal-nationalists during the end of the nineteenth century. (CBSE Comptt., 2023)

Ans. The Liberal Nationalism :

(i) The term 'liberalism' derives from the Latin root liber, meaning free.

(ii) For the new middle classes liberalism stood for freedom for the individual and equality of all before the law.

Ideas of liberal nationalism during the end of the nineteenth century :

(i) Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism.

(ii) Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges

(iii) Politically, it emphasized the concept of government by consent.

(iv) In the economic sphere, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.

(v) It also stood for a constitution and representative government through parliament.

(vi) It also stressed the inviolability of private property.

(vii) Yet, equality before the law did not necessarily stand for universal suffrage.

(viii) In the economic sphere, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.

21. How was the Treaty of Vienna of 1815 implemented? Explain with examples.

(2016-NSQF12)

Or

Why did the representatives of the European powers meet at Vienna in 1815 to draw up a settlement for Europe ? Explain.

(2017-M89Q6PI, 7Q8VZY;

2016-N00OKI4, S9XV5PE)

Or

Who hosted 'Vienna Congress' in 1815 ? Analyse the main changes brought by the 'Vienna Treaty'.

Ans. (1) The Vienna Congress was hosted by the Austrian, Chancellor Duke Metternich. The main objective of the ‘Treaty of Vienna’ was to undo most of the changes that had come about in Europe during the Napoleonic wars.

(2) The Treaty of Vienna of 1815 was implemented in the following ways :

(i) The Bourbon dynasty which had been deposed during French Revolution was restored to power.

(ii) France lost the territories it had annexed under Napoleon.

(iii) The Kingdom of Netherlands was set up in the north.

(iv) Genoa was added to Piedmont in the south and Prussia was given important new territories.

(v) Austria was given control of Northern Italy and Russia was given part of Poland.

22. European Governments were driven by the spirit of conservatism in 1815. Support this statement. *(CBSE 32-5-3, 2023)*

Ans. (i) Conservatives believed that established traditional institutions of state and society should be preserved.

(ii) Most conservatives did not propose a return to the society of pre-revolutionary days.

(iii) They believed that modernization could strengthen traditional institutions like the monarchy.

(iv) It would make state powers more effective and strong.

(v) A modern army, efficient bureaucracy, abolition of feudalism could strengthen the autocratic monarchies of Europe.

(vi) They believed in autocracy.

(vii) They imposed censorship laws to control newspaper, books, play and songs which reflected the idea of liberty and freedom.

23. How did Mazzini realize that creation of nation-states was a necessary step in freedom struggle ? Explain.

(2016-GM8SGLS; 2015-SWUV94S; 2014-SO4Y30W)

Ans. (1) In 1815, most of the revolutionaries wanted the creation of nation-states as a necessary part of the struggle for freedom. Giuseppe Mazzini was one of them.

(2) As a young man of 24, he was sent into exile in 1831 for attempting a revolution in

Liguria. Then he founded two underground societies to unite the country.

(3) Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not be the patchwork of small states and kingdoms.

(4) It had to be forged into a single unified republic within a wider alliance of nations.

(5) This unification could become the basis of Italian liberty and the possibility of economic development and political dominance.

24. Describe any three main features of the economic condition of the German-speaking regions in the first half of the 19th century.

(2016-25LOQXE; 2015-I3ES1L1; 2014-ZVVP7G5)

Ans. German-speaking regions in the first half of the 19th century faced economic hardships.

(1) Napoleon’s administrative measures had created out of countless small principalities a confederation of 39 states.

(2) Each state possessed its own currency and weights and measures. A merchant travelling from Hamburg to Nuremberg had to pass 11 customs barriers and pay a customs duty of about 5 per cent at each one of them.

(3) Different weights and measures were big obstacles to economic exchange and growth as it involved time consuming calculation.

25. “The Habsburg Empire that ruled over Austria-Hungary, was a patchwork of many different regions and people.” Justify the statement with suitable examples.

(2017-FL038TI; 2014-AZ25MAC)

Ans. (1) In mid-eighteenth century, there was no ‘nation-states’ as we know them today.

(2) Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.

(3) Even Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse people.

(4) They did not see themselves as sharing a collective identity or a common culture. Different languages were spoken. People belonged to different ethnic groups.

(5) The Habsburg Empire that ruled over Austria-Hungary was a patchwork of many different regions and people which included the Alpine regions — the Tyrol Austria and the

Sudetenland as well as Bohemia where the aristocracy was predominantly German-speaking.

(6) In Hungary, half of the population spoke Magyar and other local dialects.

(7) In Galicia, the aristocracy spoke Polish. Within the boundaries of the empire, a mass of subject peasant people also lived.

26. Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the nineteenth century in Europe.

(2014-Outside Delhi)

Or

Which conditions were viewed as obstacles to economic exchange and growth by the new commercial classes during Napoleon's rule? State.

(2017-00XQCJS; 2016-5A8OSD5; 2014-I1CON3R)

Ans. During the nineteenth century, Europe faced many great obstacles to economic exchange and growth by the commercial classes due to the following reasons :

(1) There was enormous increase in population all over Europe.

(2) Population from rural areas migrated to the cities to live in overcrowded slums and could not afford to fulfil the basic needs.

(3) Unemployment increased. In most countries, there were more job seekers than employment.

(4) Cheap machine-made goods from England were giving stiff competition to small producers of European towns.

(5) The prices of food inflated manyfolds due to bad harvest. It led to a widespread pauperism in European towns.

Topic

3. THE AGE OF REVOLUTIONS : 1830-1848



Revision Notes

Liberalism and Nationalism in Europe's Revolutions

- Liberal-nationalists led revolutions in Italy, Germany, Ottoman Empire, Ireland, and Poland.
- First upheaval in France in July 1830, overthrowing Bourbon kings and installing a constitutional monarchy led by Louis Philippe.
- July Revolution led to uprising in Brussels, breaking Belgium from the UK.
- Greek war of independence mobilized nationalist feelings across Europe.
- Greeks gained support from exile Greeks and West Europeans sympathizing for ancient Greek culture.
- Poets and artists praised Greece as the cradle of European civilization, mobilizing public opinion.
- The Treaty of Constantinople of 1832 recognized Greece as an independent nation.

3.1 The Romantic Imagination and National Feeling

Nationalism Development and Cultural Influence

- Nationalism was not solely shaped by wars and territorial expansion.

- Culture, including art, poetry, stories, and music, played a crucial role in shaping nationalist feelings.
- Romanticism, a cultural movement, aimed to develop a form of nationalist sentiment focusing on emotions, intuition, and mystical feelings.
- Johann Gottfried Herder, a German philosopher, believed true German culture was found among the common people.
- Folk songs, poetry, and dances popularized the true spirit of the nation (volksgeist).
- Collection and recording of folk culture were essential for nation-building.
- The collection of local folklore was used to carry the modern nationalist message to illiterate audiences.
- Even after Poland's partition by Russia, Prussia, and Austria, national feelings were maintained through music and language.
- Language played a significant role in developing nationalist sentiments, with the Polish language used as a symbol of national resistance.

3.2 Hunger, Hardship and Popular Revolt 1830s Economic Hardship in Europe

- Massive population increase in the first half of the 19th century led to job seekers rather than employment.

- Rural populations migrated to cities, leading to overcrowded slums.
- Small producers faced competition from cheap machine-made goods from England, particularly in textile production.
- Peasants struggled under feudal dues and obligations in regions where aristocracy held power.
- Food shortages and widespread unemployment led to widespread pauperism.
- In 1848, food shortages and unemployment led to the erection of barricades and forced migration of Paris' population.
- A National Assembly proclaimed a Republic, granted suffrage to all adult males, and guaranteed the right to work.
- National workshops were established to provide employment.
- Weavers in Silesia revolted against contractors who reduced their wages and reduced their orders.
- The contractor fled with his family, requisitioned the army, and eleven weavers were killed.

3.3 1848 : The Revolution of the Liberals

1848 Revolution and the Rise of Liberal Movements

- In 1848, a revolution led by educated middle classes was underway in Europe, paralleling the revolts of the poor, unemployed, and starving peasants and workers.
- France's abdication of the monarch and the proclamation of a republic based on universal male suffrage led to the rise of a republic.
- In other parts of Europe, liberal middle classes combined demands for constitutionalism and national unification, pushing for a nation-state on parliamentary principles.
- In Germany, middle-class professionals, businessmen, and prosperous artisans voted for an all-German National Assembly in Frankfurt.
- The assembly was dominated by the middle classes, leading to the assembly's disbandment.
- The issue of extending political rights to women was a controversial one within the liberal movement, with women being denied suffrage rights during the election of the Assembly.
- Monarchs realized that the cycles of revolution and repression could only be ended by granting concessions to liberal-nationalist revolutionaries.

- Autocratic monarchies in Central and Eastern Europe began to introduce changes, abolishing serfdom and bonded labour, and granting more autonomy to Hungarians in 1867.



SOME IMPORTANT TERMS

Ideology : System of ideas reflecting a particular social and political vision

Feminist : Awareness of women's rights and interests based on the belief of the social, economic and political equality of the genders

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. Industrialisation began in which one of the following European countries in the second half of the eighteenth century ?

- (a) Germany (b) France
(c) Italy (d) England

(CBSE-2021, Term 1)

Ans. (d) England

2. Read the facts regarding the Revolution of the Liberals in Europe during 1848 and choose the correct option : (CBSE-2021, Term 1)

1. Abdication of the monarch
 2. Universal male suffrage had been proclaimed
 3. Political Rights to women were given
 4. Freedom of the press had been asked for
- (a) Only 1 and 2 are correct.
(b) Only 1, 2 and 3 are correct.
(c) Only 1 and 4 are correct.
(d) Only 1, 2 and 4 are correct.

Ans. (d) Only 1, 2 and 4 are correct.

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is correct but R is wrong.
(d) A is wrong but R is correct.

3. (A) : Developments in France influenced Greek war of Independence which began in the 1821 against the Ottoman Empire.

(R) : Guiseppe Garibaldi was a French artist who visualised people of Europe marching in a long chain.

Ans. (c) A is correct but R is wrong.

4. (A) : Weavers in Silesia had led a revolt against contractors in 1845.

(R) : Contractors had drastically reduced their payments. (CBSE-2021, Term 1)

Ans. (a) Both A and R are true and R is the correct explanation of A.

Very Short Answer Type Questions

5. Who said, 'the German culture is to be discovered among common people?'

Ans. Johann Gottfried Herder

6. What do you mean by Romanticism?

Ans. Romanticism was a cultural movement that reject science and reason and introduced heart and emotions.

R SUBJECTIVE TYPE QUESTIONS R

7. How did the 'Treaty of Constantinople' of 1832 recognize Greece as an independent nation? Explain. (CBSE 32-6-1, 2023)

Ans. (i) An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence.

(ii) Greece had been part of the Ottoman Empire since the fifteenth century.

(iii) The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.

(iv) Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathy for ancient Greek culture.

(v) Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire.

(vi) Finally, the Treaty of Constantinople of 1832 recognized Greece as an independent nation

8. Explain Romanticism as a cultural movement in Europe. (CBSE 32-1-1, 2023)

Ans. (i) Romantic artists and poets generally criticized the glorification of reason and science

and focused instead on emotions, intuition and mystical feelings.

(ii) Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

(iii) Other Romantics such as the German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people — das volk.

(iv) It was through folk songs, folk poetry and folk dances that the true spirit of the nation (volksgeist) was popularised.

(v) Collecting and recording of these forms of folk culture was essential to the project of nation-building.

9. 'Language is power, life and the instrument of culture, the instrument of liberation.'

Justify the above statement in light of the Nationalist Movement in Poland, Europe.

(CBSE Addl. Practice, 2022-23)

Ans. • Language played an important role in developing nationalist sentiments in Europe.

• After Russian occupation, the Polish language was forced out of schools and Russian was imposed everywhere.

• Following the armed rebellion that resulted in the breakdown of the Russian rule in 1831, many members of the clergy in Poland began to use language as a weapon of national resistance. Polish was used for Church gatherings and all religious instruction.

• As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities as punishment for refusing to preach in Russian.

• The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

10. 'Importance of culture — art, poetry, stories and music help shape nationalist feelings.' Justify the above statement with respect to European nationalism.

(CBSE Addl. Practice, 2022-23)

Ans. • Shared cultural past, history and heritage brings a sense of commonality and unity amongst people.

- Under romanticism, artists criticised the glorification of reason and science and focused on emotions, intuition and mystical feelings to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

- German culture was to be discovered among the common people — *das volk*. Spirit of the nation was popularised through folk songs, poetry and dances.

- So, collecting and recording these forms of folk culture was essential to the project of nation-building.

- The emphasis on vernacular language to carry the nationalist message to illiterate audiences. *e.g.*, Nationalism was kept alive through music and language in Poland.

11. Describe the economic hardships faced by Europe in 1830s. *(CBSE Compt., 2023)*

Ans. (i) The first half of the nineteenth century saw an enormous increase in population all over Europe.

(ii) In most countries there were more seekers of jobs than employment.

(iii) Population from rural areas migrated to the cities to live in overcrowded slums.

(iv) Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England.

(v) Peasants struggled under the burden of feudal dues and obligations.

(vi) The rise of food prices or a year of bad harvest led to widespread pauperism in towns and villages.

12. Do you agree that the period of 1848 was considered as a phase of the Revolution of the Liberals in Europe? Elucidate with suitable examples. *(CBSE Addl. Practice, 2023-24)*

Ans. • 1848, in many European countries a revolution led by the educated middle classes was underway along with the revolts of the poor, unemployed, peasants and workers.

- In France, in February 1848 Emperor abdicated the throne and a republic based on universal male suffrage was proclaimed.

- In other parts of Europe such as in Germany, Italy, Poland, the Austro-Hungarian Empire, men and women of the liberal middle classes demanded a Constitution along with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles, a constitution, freedom of the press and freedom of association.

- In German speaking areas a large number of political associations (members were middle class educated professionals, businessmen and well off artists) came together in Frankfurt and decided to vote for an All German National Assembly. On 18th May 1848, 831 elected representatives assembled in the Frankfurt parliament convened in the Church of St. Paul. They drafted a Constitution for the German nation to be headed by a constitutional monarch. Under these conditions they offered the crown to Friedrich Wilhelm IV, King of Prussia but he rejected it and joined other monarchs to oppose the elected assembly. The parliament which was dominated by the middle class ignored the demands of the artisans and workers and consequently lost their support. Finally, troops were called in and the assembly was forced to disband.

- The issue of extending political rights to women was a controversial one. A large number of women had participated actively in the liberal movements. Women had formed their own political associations, founded/published newspapers and taken part in political meetings and demonstrations. Despite this they were denied suffrage rights during the election of the German National Assembly. When the Frankfurt parliament convened in the Church of St Paul, women were admitted only as observers to stand in the visitors' gallery. So one feels the period of 1848 was considered as a phase of the Revolution of the Liberals in Europe.

13. Distinguish between revolutions of 1830 and 1848.

Ans.

The Revolution of 1830	The Revolution of 1848
<p>(1) This revolution was led by liberal nationalists belonging to the educated middle-class elite.</p> <p>(2) A constitutional monarchy was installed in France.</p> <p>(3) Louis Philippe became the head of constitutional monarchy.</p> <p>(4) Through this revolution the Bourbon kings reinstated by the conservatives were overthrown by the liberal nationalists.</p> <p>(5) The economic hardships, rise in food price, burden of feudal dues and obligations on the peasants were some of the reasons of the revolt.</p>	<p>(1) This revolution was started by the poor, unemployed, starving peasants and workers.</p> <p>(2) The constitutional monarch was abdicated.</p> <p>(3) Louis Philippe had to flee away.</p> <p>(4) Through this revolution a republic based on Universal Adult Suffrage was established.</p> <p>(5) The shortage of food and widespread unemployment brought the population of Paris on the road.</p>

Topic 4. THE MAKING OF GERMANY AND ITALY



Revision Notes

4.1 Germany — Can the Army be the Architect of a Nation?

Post-1848 Europe's Nationalist Movement

- Post-1848, nationalism in Europe shifted from democracy and revolution to state power promotion.
- Middle-class Germans attempted to unite German regions into a nation-state governed by an elected parliament.
- This liberal initiative was repressed by the monarchy and military, supported by Prussian landowners.
- Prussia took on leadership in the movement for national unification, led by chief minister Otto von Bismarck.
- Three wars with Austria, Denmark, and France ended in Prussian victory, completing the unification process.
- In 1871, Prussian king, William I, was proclaimed German Emperor.
- The new German Empire, led by Kaiser William I of Prussia, modernized currency, banking, legal, and judicial systems, setting a model for the rest of Germany.

4.2 Italy Unified

Political Fragmentation in Italy

- Italy was divided into seven states in the mid-19th century, with Sardinia-Piedmont being the only one ruled by an Italian princely house.
- The north was under Austrian Habsburgs, the center was ruled by the Pope, and the

southern regions were under the Bourbon kings of Spain.

- Giuseppe Mazzini, in the 1830s, aimed to create a unitary Italian Republic and formed a secret society called Young Italy.
- The failure of revolutionary uprisings in 1831 and 1848 led to Sardinia-Piedmont's ruler King Victor Emmanuel II to unify the Italian states through war.
- Chief Minister Cavour, a wealthy and educated member of the Italian elite, led the unification movement, which was successful through a diplomatic alliance with France.
- Despite victory in 1859, the Italian population, with high illiteracy rates, remained unaware of liberal nationalist ideology.

4.3 The Strange Case of Britain

The Nation-State Model in Britain

- The formation of the nation-state in Britain was a long-drawn process, not a sudden upheaval.
- Prior to the 18th century, the British Isles were inhabited by ethnic groups with their own cultural and political traditions.
- The English parliament, seized in 1688, forged a nation-state with England at its center.
- The Act of Union (1707) between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
- The British identity led to systematic suppression of Scotland's distinctive culture and political institutions.
- The English helped Protestants establish dominance over a largely Catholic country.

- After a failed revolt, Ireland was forcibly incorporated into the United Kingdom in 1801.
- A new 'British nation' was forged through the propagation of a dominant English culture.
- Older nations survived only as subordinate partners in this union.



SOME IMPORTANT TERMS

Ethnic : Relates to a common racial, tribal, or cultural origin or background that a community identifies with or claims

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. Who among the following was the architect for the unification of Germany?

- (a) Otto Von Bismarck
- (b) William I
- (c) Frederick III
- (d) William II (CBSE-2021, Term 1)

Ans. (a) Otto Von Bismarck

2. Who among the following had sought to put together a coherent programme for a unitary Italian Republic during 1830s ?

- (a) Victor Emmanuel I
- (b) Victor Emmanuel II
- (c) Giuseppe Mazzini
- (d) Count Cavour (CBSE-2021, Term 1)

Ans. (c) Giuseppe Mazzini

3. Who among the following was proclaimed King of united Italy in 1861 ?

- (a) Charles I
- (b) Victor Emmanuel II
- (c) Giuseppe Garibaldi
- (d) Nero (CBSE-2021, Term 1)

Ans. (b) Victor Emmanuel II

4. Which one of the following Italian states was ruled by an Italian princely house ?

- (a) Papal State (b) Lombardy
- (c) Venetia (d) Sardinia-Piedmont

Ans. (d) Sardinia-Piedmont

5. Identify the characteristics of Cavour among the following and choose the correct option : (CBSE-2021, Term 1)

1. He was an Italian statesman.
 2. He spoke French much better than Italian.
 3. He was a tactful diplomat.
 4. He belonged to a Royal family.
- (a) Only 1 and 2 are correct.
 - (b) Only 1, 2 and 3 are correct.
 - (c) Only 2, 3 and 4 are correct.
 - (d) Only 1, 2 and 4 are correct.

Ans. (b) Only 1, 2 and 3 are correct.

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

- (a) Both A and R are true, and R is the correct explanation of A.
- (b) Both A and R are true, but R is not the correct explanation of A.
- (c) A is correct but R is wrong.
- (d) A is wrong but R is correct.

6. (A) : Italian unification was a result of diplomatic alliances and series of diplomatic moves and military events.

(R) : Romanticism as a cultural movement focused on involving and mystical feelings instead of reason and science. (NCERT, Pg 20)

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

Very Short Answer Type Questions

7. Name of a famous Italian revolutionary.

Ans. Giuseppe Mazzini

8. How was United Kingdom of Great Britain formed?

Ans. By the Act of Union, 1707

9. Who was Count Cavour?

Ans. Count Cavour was the Chief Minister of Italy.

Picture Based Questions

10. Which of the following options best signifies this cartoon ?

- (a) Bismarck is trying to save himself from Deputies.
- (b) The dominance of Bismarck over the Deputies in Parliament.
- (c) Bismarck is beating Deputies in Parliament.
- (d) Bismarck is dealing with his enemies ruthlessly.



(Taken from NCERT textbook, Page-20)

Ans. (b) The dominance of Bismarck over the Deputies in Parliament.

11. Which of the following options best signifies this cartoon ?

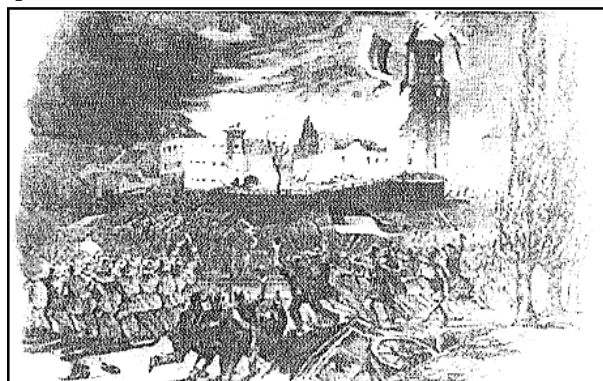


(Taken from NCERT textbook, Page-22)

- (a) Garibaldi is helping Emmanuel II to wear boot
- (b) Garibaldi has surrendered before Emmanuel II.
- (c) Role of Garibaldi in unification of Italy.
- (d) Garibaldi is removing his boot.

Ans. (c) Role of Garibaldi in unification of Italy.

12. Study the picture and answer the question that follows :



(Taken from NCERT textbook, Page-16)

The image shows peasants uprising in 1848. Where did it happen?

- (a) In London
- (b) In Germany
- (c) In Rome
- (d) In Paris

Ans. (d) In Paris

Question based on chronical sequence

13. Arrange the following in the correct chronical sequence.

- (i) Napoleoni Code
- (ii) Treaty of Constantinople
- (iii) Act of Union
- (iv) First World War

Options :

- (a) (i), (ii), (iii), (iv)
- (b) (iii), (ii), (i), (iv)
- (c) (iii), (ii), (iv), (i)
- (d) (iii), (i), (ii), (iv)

Ans. (d) (iii), (i), (ii), (iv)

Match the columns

14. Match the following and choose the correct option. (CBSE 32-6-1, 2023)

(Leader) (Role)

- (a) Victor Emmanuel-II I. Chief Minister of Italy
- (b) Giuseppe Mazzini II. Young Italy Movement
- (c) Giuseppe Garibaldi III. Conquered the Kingdom of Sicillies
- (d) Count Cavour IV. Proclaimed as king of Unified Italy

- (a) (b) (c) (d)
- (A) I IV III II
- (B) II I IV III
- (C) IV II III I
- (D) I IV II III

Ans. (C) (a) – IV, (b) – II, (c) – III, (d) – I

R SUBJECTIVE TYPE QUESTIONS R

15. How did a new 'British nation', formed through the propagation of a dominant English Culture ? Explain. (CBSE 32-6-2, 2023)

Ans. (i) The English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.

(ii) The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a Nation-State, with England at its centre, came to be forged.

(iii) The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members.

16. Analyse the role of Chief Minister Cavour who led the movement to unite the regions of Italy. (CBSE 32-2-1, 2023)

Ans. (i) Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat.

(ii) Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian.

(iii) Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia. Piedmont succeeded in defeating the Austrian forces in 1859.

17. Describe the unification process of Germany. (CBSE Comptt., 2023)

Ans. (i) Nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.

(ii) This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.

(iii) Prussia took on the leadership of the movement for national unification.

(iv) Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy.

(v) Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.

(vi) In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

Topic 5. VISUALISING THE NATION

Revision Notes

Artistic Representation of Nations in the 18th and 19th Centuries

- Artists personified nations, presenting them as a person, often using female figures.
- These female figures were used to give abstract ideas of the nation a concrete form.
- During the French Revolution, these ideals were represented through specific objects or symbols.
- In France, Marianne, a Christian name, was used to symbolize a people's nation.
- Her characteristics were drawn from Liberty and the Republic, such as the red cap, tricolour, and cockade.
- Marianne statues were erected in public squares to remind the public of the national symbol of unity.
- The German oak, symbolizing heroism, was also used in visual representations.

SOME IMPORTANT TERMS

Allegory : When an abstract idea (for instance, greed, envy, freedom, liberty) is expressed through a person or a thing. An allegorical story has two meanings, one literal and one symbolic

R OBJECTIVE TYPE QUESTIONS R

Multiple Choice Questions (MCQs)

1. Look at the picture given below and select the correct option from the following :



Which of the following aspects best signifies this image of 'Germania'? (CBSE Comptt., 2023)

- As a protector of Germany
- As a protector of her child
- As a protector of German Rhine
- As a guardian of women's rights

Ans. (c) As a protector of German Rhine

2. Which one of the following is not true about the female allegory of France ?

- (a) She was named Marianne.
 (b) She took part in the French Revolution.
 (c) She was a symbol of national unity.
 (d) Her images were marked on coins and stamps.

(CBSE 32-5-1, 2023)

Ans. (b) She took part in the French Revolution.

Explanation : The female allegory of France, known as Marianne, was not based on any particular woman in real life. She was a representation of the abstract idea of the nation, giving it a concrete form. Marianne's characteristics were drawn from the ideals of Liberty and the Republic, such as the red cap, the tricolour, and the cockade. Statues of Marianne were erected in public squares and her images were marked on coins and stamps to symbolize unity and encourage identification with the nation.

3. Given below are some allegories used in Europe during the nationalist movement. Accordingly, which one of the following signified the beginning of a new era?

- A. broken chains
 B. rays of the rising sun
 C. breastplate with eagle
 D. olive branch around sword

(CBSE Addl. Practice, 2022-23)

Ans. B. rays of the rising sun

4. Which of the following option(s) is/are correct about Balkan nationalism?

- I. The Balkan region became part of the conflict because of the Ottoman Empire.
 II. The region comprised of ethnic groups included Greeks, Serbs, Montenegro, etc.
 III. British and ethnic nationalities struggled to establish their identity.

- (a) I and II (b) II and III
 (c) Only II (d) Only I

(CBSE SQP-2021, Term 1)

Ans. (a) I and II

Match the columns

5. Match the following attributes of allegory of Germania with its significance and choose the correct option :

- | Attributes | Significance |
|-----------------------------|------------------------|
| (a) Broken Chains | I. Heroism |
| (b) Breast-Plate with eagle | II. Readiness to fight |
| (c) Crown of oak leaves | III. Strength |
| (d) Sword | IV. Being free |

Options :

- | | | | |
|---------|-----|-----|-----|
| (a) | (b) | (c) | (d) |
| (A) I | II | III | IV |
| (B) IV | III | I | II |
| (C) II | I | IV | III |
| (D) III | IV | II | I |

(CBSE 32-1-1, 2023)

Ans. (B) (a) — IV (b) — III
 (c) — I (d) — II

Very Short Answer Type Questions

6. What does crown of Oak leaves worn by Germania stand for?

Ans. Heroism

7. In France, whose image were marked on coins and stamps during 1850s?

Ans. Marianne

8. Who was Marianne?

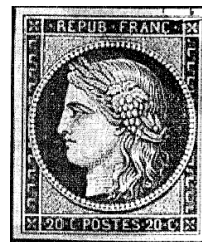
Ans. Marianne was the alligory or symbol of French nation.

Picture Based Questions

9. Study the picture and answer the question that follows :

The given stamp with the figure of Marianne represent :

- (a) Republic of France
 (b) Republic of Chile
 (c) Republic of India
 (d) Republic of Ghana



Ans. (a) Republic of France

10. Given image is the personification of Germany commonly associated with the Romantic Era and the Revolutions of 1848. Identify its name from among the following options.

(CBSE SQP-2021, Term 1)



(Taken from NCERT textbook, Page-23)

- (a) Marianna (b) Philip Viet
(c) Germania (d) La Italia
Ans. (c) Germania

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

- (a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is correct but R is wrong.
(d) A is wrong but R is correct

11. (A) : In 1815, representatives of the European powers met at Vienna to draw up a settlement for Europe.

(R) : They drew up the Treaty of Vienna with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars.

Ans. (b) Both A and R are true, but R is not the correct explanation of A.

12. (A) : The first clear expression of nationalism came with the French Revolution in 1789.

(R) : The French revolutionaries declared that it was the mission and the destiny of the French nation to help other people of Europe to become nations.

Ans. (b) Both A and R is true, but R is not the explanation of A.

R SUBJECTIVE TYPE QUESTIONS R

13. Why were nations portrayed as female figures? Explain with the help of two suitable reasons. (2017-WIXV5LZ)

Ans. (1) (i) Artists represented nations as a female figures because they wanted to give the abstract idea of the nation a concrete form.

(ii) Thus, female figures became an allegory of a nation. During the French Revolution, artists used female figure to portray ideas such as Liberty, Justice and Republic through symbols.

(2) (i) In France, the female figure (Marianne) represented the idea of peoples' nation. These figures were marked on coins and stamps.

(ii) Similarly, Germania became the allegory or symbol of the German nation.

14. Who was christened as Marianne? What was the importance of the way in which she was portrayed? (2015-BU1KRIG)

Ans. (1) (i) The artists in France, in 1850, personified the nation. It means the nation was represented as a person. They chose female figure to represent the nation. This female figure, in itself, contained the idea of people's nation.

(ii) This figure was named 'Marianne'. It represented liberty, justice and republic.

(iii) The statues of Marianne were erected in public squares to remind people of the national symbol of unity.

(iv) It was marked on coins and stamps.

(v) This figure of 'Marianne' gave the abstract idea of the nation a concrete form which became an allegory of the nation also.

(2) (i) Similarly, Germania became the allegory of the German nation.

(ii) In visual representations, Germania wore crown of oak leaves as the German oak stood for heroism.

15. How was a nation visualized in the eighteenth and nineteenth centuries in Europe? Explain with the help of two suitable examples. (2016-EFKIURS; 2015-25TVI7H)

Ans. (1) Artists represented nations as a female figure which did not stand for any particular woman but gave the abstract idea of the nation a concrete form.

(2) Thus, female figures became an allegory of a nation. During the French Revolution, artists used female figures to portray ideas such as liberty, justice and republic through symbols.

(3) In France, she was christened Marianne underlining the idea of a people's nation with characteristics drawn from those of liberty and republic.

(4) Her statues were erected in public places to remind the people of unity and persuade them to identify with it. Her images were also marked on coins and stamps.

(5) In Germany, 'Germania' became the allegory of the nation wearing a crown of German oak leaves, as the German oak stood for heroism.

Topic**6. NATIONALISM AND IMPERIALISM****Revision Notes****19th Century Nationalism and the Balkans**

- Nationalism in the late 19th century became a narrow creed with limited ends, leading to increased intolerantness and war readiness.
- European powers manipulated nationalist aspirations of subject peoples to further their imperialist aims.
- The Balkans, a region of geographical and ethnic variation, became a significant source of nationalist tension.
- The disintegration of the Ottoman Empire and the spread of romantic nationalism led to the disintegration of the Balkans.
- Balkan peoples claimed independence or political rights based on nationality and used history to prove their independence.
- The Balkans became a scene of intense conflict, with rivalry among European powers over trade, colonies, naval, and military might.
- The Balkan problem unfolded due to these rivalries, leading to wars and the First World War.
- Nationalism, aligned with imperialism, led to Europe's disaster in 1914.
- Anti-imperial movements worldwide were nationalist, striving to form independent nation-states and fostering collective national unity.
- The idea of societies being organized into 'nation-states' became accepted as natural and universal.

R OBJECTIVE TYPE QUESTIONS R**Multiple Choice Questions (MCQs)**

1. Which one of the following powers was not interested in extending its own control over the Balkans ? (2011–CBSE SAI 29/B1)

- (a) Russia (b) Germany
(c) Switzerland (d) England

Ans. (c) Switzerland

2. Which one of the following areas was the main source of nationalist tension in Europe after 1871 ? (2011–CBSE SAI 06/C1)

- (a) The Balkans (b) The Romanians
(c) Great Britain (d) Germania

Ans. (a) The Balkans

3. Choose the name of the region whose inhabitants were broadly known as Slavs :

(2012–CBSE SAI 68008)

- (a) The Balkan Region
(b) The Austrian Region
(c) The Turkish Empire
(d) The German Empire

Ans. (a) The Balkan Region

Assertion and Reason

In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

- (a) Both A and R are true and R is the correct explanation of A.
(b) Both A and R are true but R is not the correct explanation of A.
(c) A is correct but R is wrong.
(d) A is wrong but R is correct.

4. (A) : After Russian occupation in Poland, the Russian language was imposed on its people.

(R) : The use of Polish soon came to be a symbol of struggle against Russian dominance.

(CBSE-2021, Term 1)

Ans. (a) Both A and R are true and R is the correct explanation of A.

Very Short Answer Type Questions

5. Name the region whose inhabitants were broadly known as Slavs.

Ans. The Balkan region

6. Which countries wanted to control Balkans?

Ans. Germany, Austria-Hungary, England.

7. Which country was not interested in Balkan Peninsula?

Ans. Japan

R SUBJECTIVE TYPE QUESTION R

8. Analyse the reasons for the growth of nationalist tensions in the Balkan region before the First World War.

(CBSE Addl. Practice, 2023-24)

Ans. • The Balkans was a region of geographical and ethnic variations comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were broadly known as the Slavs.

• A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

• One by one, its European subject nationalities broke away from its control and declared independence. The Balkan states were

fiercely jealous of each other and each hoped to gain more territory at the expense of the others.

• Matters were further complicated because the Balkans also became the scene of big power rivalry. During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.

• Each European power—Russia, Germany, England, Austria-Hungary – was keen on countering the hold of other powers over the Balkans, and extending its own control over the area. This led to a series of wars in the region and finally the First World War.



Case Study Questions

R SUBJECTIVE TYPE QUESTIONS R

Read the sources given below and answer the questions that follows :

1. Grimms' Fairy Tales is a familiar name in Germany. The brothers Jacob and Wilhelm Grimm were born in the German city of Hanau. While both of them studied law, they soon developed an interest in collecting old folktales. They spent six years travelling from village to village, talking to people and writing down fairy tales, which were handed down through the generations. These were popular both among children and adults.

In 1812, they published their first collection of tales. Subsequently, both the brothers became active in liberal politics, especially the movement for freedom of the press. In the meantime, they also published a 33-volume dictionary of the German language.

The Grimm brothers also saw French domination as a threat to German culture and believed that the folktales they had collected were expressions of a pure and authentic German spirit. They considered their projects of collecting folktales and developing the German language as part of the wider effort to oppose French domination and create a German national identity.

(i) Who were the Grimm brothers? (1 M)

Ans. The Grimm brothers were two German lawyers who became famous for their collection of German folk tales, which they published in 1812.

(ii) What was the Grimm brothers' motivation for collecting folktales? (1 M)

Ans. The Grimm brothers' motivation for collecting folktales was to preserve German culture and oppose French domination.

(iii) What were the Grimm brothers' goals with their projects? (2 M)

Ans. The Grimm brothers' goals with their projects were to collect folktales and develop the German language. They saw these projects as part of the wider effort to oppose French domination and create a German national identity.

2. Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family – should be preserved. Most conservatives, however, did not propose a return to the society of pre-revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and stronger. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe. In 1815, representatives of the European powers who had collectively defeated

Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

(i) What were the main Conservative aims following Napoleon's defeat? (1 M)

Ans. The main Conservative aims following Napoleon's defeat were to preserve traditional institutions of state and society and to modernise them.

(ii) What were the main changes that came about during the Napoleonic wars? (1 M)

Ans. The main changes that came about during the Napoleonic wars were the abolition of feudalism and serfdom, the growth of democracy, and the rise of the bourgeoisie.

(iii) What were the main changes that the Congress at Vienna attempted to undo? (2 M)

Ans. The main changes attempted at Vienna were the abolition of feudalism and serfdom, the establishment of a more efficient bureaucracy, the establishment of a more dynamic economy, and the strengthening of autocratic monarchies.

3. Source A : 'A nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity ... Its existence is a daily plebiscite ... A province is its inhabitants; if anyone has the right to be consulted, it is the inhabitant. A nation never has any real interest in annexing or holding on to a country against its will. The existence of nations is a good thing, a necessity even. Their existence is a guarantee of liberty, which would be lost if the world had only one law and only one master'.

Source B : 'The aim of the zollverein is to bind the Germans economically into a nation. It will strengthen the nation materially as much by protecting its interests externally as by stimulating its internal productivity. It ought to awaken and raise national sentiment through a fusion of individual and provincial interests. The German people have realised that a free economic system is the only means to engender national feeling.'

Source C : 'Let us ask how many men, possessed by thoughts of living and dying for the sake of Liberty, would be prepared to fight for the freedom of the entire people, of all human beings? When asked this question, they would all too easily respond with a "Yes!", though their untiring efforts are intended for the benefit of only one half of humanity-men. But liberty is indivisible! Free men therefore must not tolerate to be surrounded by the unfree...'

(i) What should be the attributes of a nation as per writer ? (1 M)

Ans. A nation is a large-scale solidarity and a nation does not annexe or hold on to a country against its will.

(ii) What is the aim of the Zollverein ? (1 M)

Ans. The aim of the Zollverein is to bind the Germans economically into a nation.

(iii) What is the zollverein? (2 M)

Ans. The zollverein was a tax cooperative in Nazi Germany that helped to bind the Germans economically into a nation. It helped to protect the country's interests externally and stimulate its internal productivity. The zollverein helped to awaken and raise national sentiment through a fusion of individual and provincial interests.

4. The Napoleonic Code : The Civil Code of 1804 — usually known as the Napoleonic Code — did away with all privileges based on birth, established equality before the law and secured the right to property. This Code was exported to the regions under French control. In the Dutch

Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.

The Aristocracy and The New Middle Class : In Western and parts of Central Europe the growth of industrial production and trade meant the growth of towns and the emergence of commercial classes whose existence was based on production for the market. Industrialisation began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professionals.

A New Conservatism After 1815 : Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society-like the monarchy, the Church, social hierarchies, property and the family - should be preserved. Most conservatives, however, did not propose a return to the society of pre-revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy.

(i) Where did industrialisation first begin in the second half of the eighteenth century ? (1 M)

Ans. The industrialisation first began in the England in the second half of the eighteenth century.

(ii) What is meant by conservatism ? (1 M)

Ans. A political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change is called conservation.

(iii) What was the Civil Code of 1804? (2 M)

Ans. The Civil Code of 1804 was a set of French laws that restructure many aspects of French society. Specifically, it did away with all privileges based on birth, established equality before the law, and secured the right to property. The code was exported to the regions under French control, and in the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues. In the towns too, guild restrictions were removed. Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.



NCERT Exercises

1. Write a note on :

(a) Giuseppe Mazzini

Ans. (1) Giuseppe Mazzini was an Italian revolutionary. He was born in Genoa, in 1807.

(2) Following were some views of Mazzini :

(i) He believed that nations are the natural units of mankind.

(ii) In his view, creation of nation-states is a necessary part of struggle for freedom.

(iii) He was opposed to monarchy and believed in the vision of democratic republics.

(iv) He did not believe in small states and kingdoms. He wanted to forge them into a unified nation. For example, he was of the view that unification alone could be the basis of Italian liberty.

(b) Count Camillo de Cavour

Ans. (1) Cavour was the Chief Minister of the kingdom of Piedmont and Sardinia.

(2) Following are the contributions of Cavour :

- (i) His main aim was to emancipate Italy from Austria.
- (ii) He led the movement of Italian unification, tactics and diplomacy.
- (iii) Through a tactful diplomatic alliance with France by the Chief Minister, Cavour, Sardinia-Piedmont defeated the Austrian forces, in 1859.
- (iv) This defeat of Austria paved the way for unification of Italy.

(c) The Greek War of Independence

Ans. (1) Greece had been part of the Ottoman Empire since the fifteenth century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence among Greeks which began in 1821.

(2) Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.

(3) Poets and artists lauded Greece as the cradle of European civilization and mobilized public opinions to support its struggle against a Muslim empire.

(4) The English poet Lord Byron, organised funds and later went to fight in the war, where he died of fever in 1824.

(5) Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.

(d) Frankfurt Parliament

Ans. (1) In the German region, a large number of political associations came together in the city of Frankfurt and decided to vote for an all-German National Assembly.

(2) On 18th May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament convened in the Church of St. Paul.

(3) They drafted a Constitution for a German nation to be headed by a monarchy subject to a Parliament.

(e) The Role of Women in Nationalist Struggles

Ans. (1) Women formed their own political associations.

(2) They founded newspapers and took part in political meetings and demonstrations.

(3) However, they were still denied the right to vote.

(4) They could not enter the Frankfurt Parliament as representatives but attended only as observers.

2. What steps did the French revolutionaries take to create a sense of collective identity among the French people ?

Ans. Following were the measures and practices introduced by French revolutionaries to create a sense of collective identity amongst the French people :

(1) The idea of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.

(2) A new French flag, the tricolour, was chosen to replace the formal royal standards.

(3) The Estates General was elected by the body of active citizens and renamed as the National Assembly.

(4) New hymns were composed, oaths were taken and martyrs commemorated, all in the name of the nation.

(5) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory.

(6) Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.

(7) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

3. Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

Ans. (1) Marianne was the allegory or symbol of French nation. Germania was the allegory or symbol of German nation.

(2) They represented their respective country as if, it were a person.

(3) It sought to give an abstract idea of the nation in a concrete form.

4. Briefly trace the process of German unification.

Or

Otto Von Bismarck was the architect of 'German unification'. Explain. (2012-2030, 68032)

Ans. Following were the processes of unification of Germany :

(1) In 1948, a large number of political associations comprising of middle class professionals, businessmen and prosperous artisans, tried to unite the different regions of Germany into a nation-state governed by an elected parliament.

(2) This initiative was repressed by the combined forces of the monarchy and the army, supported by landowners of Prussia.

(3) Prussia took over the leadership of the movement for national unification. Its Chief Minister, Bismarck, was the architect of this process.

(4) He followed the policy of Blood-Iron to materialize the nationalist aspirations. He took the help of the Prussian army and bureaucracy over a period of seven years, fought three wars with Austria, Denmark and France and emerged victorious.

(5) These victories completed the process of unification of Germany. In January, 1871, the Prussian King Kaiser William I was proclaimed the German Emperor.

5. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him ?

Ans. The Civil Code of 1804 (the Napoleonic Code) gave up all privileges based on birth, maintained equality and also established right to property. It abolished the feudal system.

(1) The peasants were freed from serfdom and manorial dues. It emancipated the peasants and raised their self-confidence. In the towns, Napoleon simplified administrative divisions. The system was centralised by formulating uniform law for the citizens within its territory.

(2) Internal custom duties and dues that hampered the flow of business were abolished and a new uniform system of weights and measures was constituted.

(3) Freedom of markets and abolition of state imposed restrictions on the movement of goods and capital helped the new businessmen to expand their business.

(4) This brought prosperity across the classes. Common national currency facilitated the movement, exchange of goods and capital from one region to another.

(5) Artisans also had a free hand to represent their creations.

Discuss

1. Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals ?

Or

What are the political, social and economic ideals supported by the liberals in Europe ?

(CBSE, 2011-SA-2, 11/B1)

Ans. In Europe, the educated liberal middle class spearheaded the nationalist movement. They stood for the freedom of individual and equality of all before the law. Following were the political, social and economic ideas supported by the liberals :

(1) **Political ideas** — The ideology of liberalism supported the ideas of national unity and abolition of aristocratic privileges. It also advocated for a constitutional and representative government through parliament. It did not stand for the idea of universal suffrage.

(2) **Social ideas** — They supported freedom for the individual and idea of equality of all before the law.

(3) **Economic ideas** — There was freedom of markets and abolition of State imposed restrictions on the movement of goods and capital. In 1834, a custom union or *Zollverein* was formed at the initiative of Prussia and it was joined by all German states. *Zollverein* abolished tariff barriers and reduced the number of currencies. Introduction of a system of weights and measures also strengthened the ideology of liberalism.

2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

Or

How did nationalism develop through culture in Europe ? Explain. (2016-CBSESE2)

Ans. Yes, it can be agreed that culture played an important role in creating the idea of the nation. The culture, in itself, includes language, folk songs, folk dances, music, operas, etc. Let's see how these elements played their roles in giving shape to nationalism.

(1) **Language** : In Poland, Polish language was banned in schools. In reaction to it, Polish became the language of gatherings in Church. The use of Polish became a symbol of the struggle against Russian dominance in Europe.

(2) **Folk tales** : Grimm brothers collected a number of folk tales and made them a weapon against the French domination of Germany.

(3) **Music** : National feelings were kept alive through music in Poland.

(4) **Operas and Folk dances** : Kurpinski used operas to celebrate national struggle. Folk dances like *polanaise* and *mazurka* were used as nationalist symbols in Poland.

3. Through a focus on any two countries, explain how nations developed over the nineteenth century.

Ans. In the nineteenth century, nations developed in many ways. For example,

(1) Italy emerged after the long drawn wars between the forces of Sardinia-Piedmont and those who ruled at different parts of Italy, such as Austria, etc. But, it was only through successful diplomatic engineering that military could attain end results.

(2) Britain, on the other hand, does not have any history of bloodshed. There, the one ethnic group-English, exerted its power over the other ethnic groups of the land by abolishing their national symbols, national dresses, national anthems, and by propagating its own national flag, national symbol and national anthem.

4. How was the history of nationalism in Britain unlike the rest of Europe ?

Ans. (1) Unlike in Germany and Italy or France, formation of nation-state in Britain was not an outcome of any revolution.

(2) Before 18th century, no British nation-state existed. The British nation was the result of a long and gradual political, cultural and economic processes.

(3) The Parliament in Britain obtained power from the monarch in a long-run ideological conflict and Britain emerged as a nation-state.

(4) A new and enlarged British nation was forged by propagating English culture in the nearby state. Ireland and Scotland were the examples.

5. Why did nationalist tensions emerge in the Balkans ?

Ans. For the following reasons, Balkan region was the most serious source of nationalist tension in Europe after 1871 :

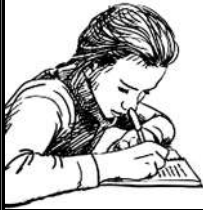
(1) The Balkans was a region of geographical and ethnic variations comprising modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were known as Slavs.

(2) A large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

(3) As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.

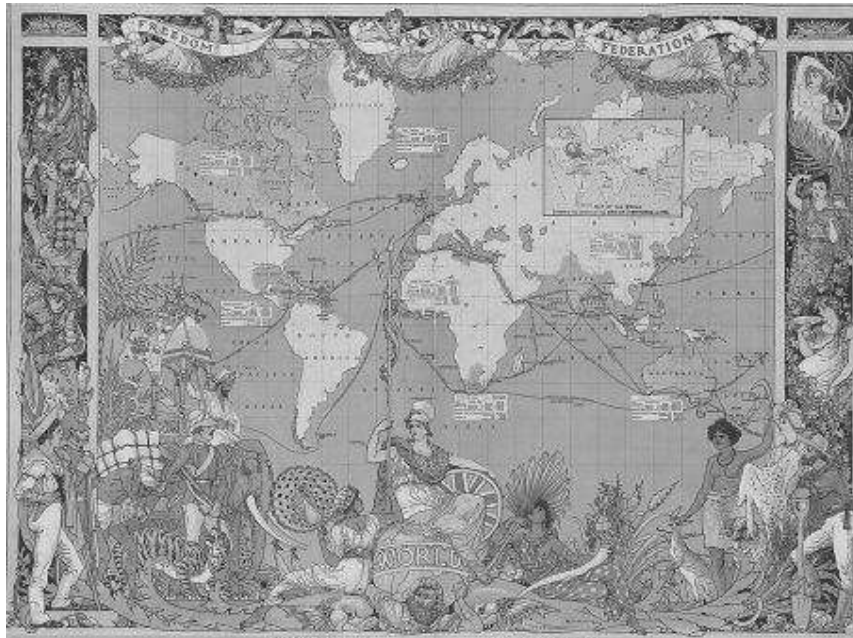
(4) The Balkan states were jealous of each other and each hoped to gain more territory at the expense of other. Balkans also became an area of big power rivalry.

(5) Each European power such as Russia, Germany, England, Austria-Hungary was keen on countering the hold of other powers over the Balkans and this led to a series of wars eventually the First World War.

CHAPTER*Time Allowed : 1½ Hours**Maximum Marks : 40***TEST****General Instructions :**

- (i) The question paper has 18 questions in all. All questions are compulsory.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number 1 to 10 are Objective Type Questions. Each question carries one mark.
- (iv) Questions from serial number 11 to 15 are 3 marks questions. Answer of these questions should not exceed 80 words each.
- (v) Questions from serial number 16 to 18 are 5 marks questions. Answer of these questions should not exceed 100 words each.

1. In which of the following events, we see the first clear expression of Nationalism ? (1)
 - (a) Glorious Revolution of England
 - (b) The French Revolution of 1789
 - (c) The October 1917 Revolution of Russia
 - (d) The American Revolution
2. Given below is the painting 'Imperial Federation — Map of the World showing the extent of the British Empire in 1886'. Observe the painting and answer the question that follows.

CBSE Addl. Practice, 2023-24)

Source : <https://exhibits.stanford.edu>

Which of the following elements depicted in the painting seem conflicting when presented together?

- (a) the British soldiers and British colonies spread in both east and west
 - (b) the variety of animals and costumed figures depicting countries and their people
 - (c) Britannia, the personification of Britain, seated on top of the world and the words federation written at the top of the image
 - (d) the words 'freedom' and 'fraternity' written at the top and Atlas, depicting human labour, holding the world upon his shoulders
3. Which of the following is the correct definition of Conservatism? (1)
 - (a) A direct vote by which all the people of region are asked to accept or reject a proposal.
 - (b) A government that has no restraints on the power exercised.
 - (c) A political philosophy that stressed the importance of tradition, established customs and institutions and preferred gradual development to quick change.
 - (d) It was a political association who founded a women's journal.

4. Who among the following was made the constitutional monarch by Liberal revolutionaries in 1830 in France ? (1)
 (a) Louis Philippe (b) Mazzini (c) Metternich (d) Charles Albert
5. Which of the following allegory represented nation in France ? (1)
 (a) Germania (b) Marianne (c) Bharat Mata (d) None of these
6. On the basis of following features identify the correct option : (1)
 (I) It is derived from the latin word 'libes'
 (II) It stands for the end of aristocratic and clerical privileges.
 (III) It emphasises understrained freedom of thought and religion.
 (IV) It emphasises on freedom of speech and press.
 (a) Republic country (b) Democratic country (c) Revolutionarism (d) Liberalism
7. Which of the following was related to the Napoleonic Code ? (1)
 (a) Did away with all privileges based on birth.
 (b) It did justice to the feudal lords.
 (c) It was the Code of 1840.
 (d) Guild restrictions were imposed.
8. By which name the Civil Code of 1804 of France is generally known with ? (1)
 (a) The French Code (b) The Napoleonic Code
 (c) The Paris Code (d) Meralean Code
9. What is the main contribution of the French Revolution to the world ? (1)
 (a) Right to property was recognized.
 (b) Guild restrictions were removed.
 (c) Led to the transfer of sovereignty from the monarchy to a body of citizens.
 (d) Weights and measures were standardized.
10. Where did the industrialization first begin in Europe ? (1)
11. Explain the role of Otto Von Bismark in the Unification of Germany. (3)
 (CBSE 32-4-3, 2023)
12. Explain the role played by Garibaldi in the unification of Italy. (3)
13. Describe the event that took place on bitterly cold morning of 18th January, 1871 in Germany. (3)
14. Narrate the events that made 1848 a crucial year to see population of Paris out on roads. (3)
15. How did the growth of industrialization change the social and political situation of Europe ? Explain. (3)
16. Describe the role of culture in shaping the feelings of nationalism in Europe at the end of the nineteenth century. (5)
 (CBSE Comptt., 2023)
17. How were the years of 1830s of great economic hardship in Europe ? Explain. (5)
 (CBSE 32-5-2, 2023)
18. Explain any five effects of the revolution of the liberals in Europe in 1848. (5)
 (CBSE 32-5-3, 2023)

Chapter Test

11. (i) Prussia took on the leadership of the movement for national unification. Its chief minister, Otto Van Bismarck, was the architect of this process, carried out with the help of Prussian army and bureaucracy.

(ii) Three wars over Seven years — with Austria, Denmark and France — ended in Prussian victory and completed the process of unification.

(iii) In January 1871, the Prussian King, William-I, was proclaimed German Emperor in a ceremony held in Versailles.

(iv) In 1871 an assembly comprising the princes of the German States, representatives of the army, important Prussian minister including the Chief Minister Otto Van Bismarck gathered in the Hall of Mirrors in the Palace of Versailles to proclaim the new German Empire headed by Kaiser William-I of Prussia.

16. (i) Culture played an important role in creating the idea of the nation.

(ii) Art and poetry, stories and music helped in expressing and shaping nationalist feelings.

(iii) Romanticism, a cultural movement which sought to develop a particular form of nationalist sentiment.

(iv) Romantic artists and poets generally criticized the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.

(v) Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

(vi) The emphasis on vernacular language and the local folklore to carry the modern nationalist message to large audiences who were mostly illiterate.

(vii) German philosopher Johann Gottfried Herder popularized the true spirit of the nation (volksgeist) through folk songs, folk poetry and folk dances.

(viii) To oppose French domination, Grimm brothers collected folktales as an effort to develop the German language and create a German national identity.

(ix) Celebration of national struggle through operas and music, turned folk dances and nationalist symbols. Example : Poland.

(x) The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

17. (i) The half of the 19th century saw an enormous increase in population all over Europe.

(ii) In most countries there were more seekers of jobs than employment.

(iii) Population from rural areas migrated to the cities to live in overcrowded slums.

(iv) Small producers in towns were faced with stiff competitions from imports of cheap machine made goods from England.

(v) In regions of Europe aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.

(vi) The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

18. (i) Creation of nation state.

(ii) Popularity of parliamentary principles with the constitution.

(iii) Freedom of press.

(iv) Freedom of association.

(v) The autocratic monarchies of central and eastern Europe began to introduce the changes that had already taken earlier.

(vi) Abolition of serfdom and bonded labour.

)