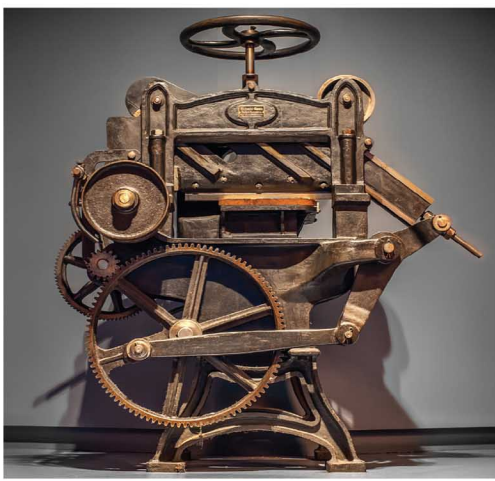
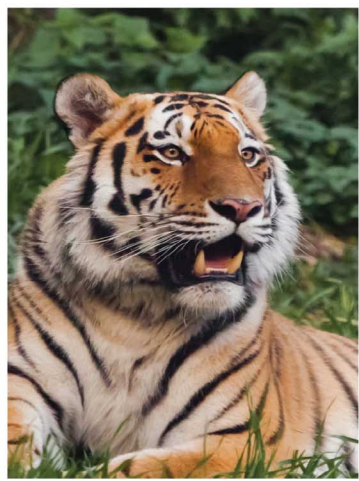


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- ▶ NCERT, Board's, SQP and APQ Solved Questions
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PREFACE

In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.

Target Notes for ‘**CBSE Perfect Prep Social Science Class X**’ is a complete, thorough, critically analysed and extensively drafted book to facilitate the student’s preparation for CBSE Class X Examination. This comprehensive book has been meticulously crafted to guide you through the fascinating realms of **History, Geography, Political Science, and Economics**. In accordance with the CBSE curriculum, these notes aim to facilitate your learning process by presenting complex concepts in a simplified manner.

The **subtopic-wise** classified format for each chapter of this book helps the students to comprehend concepts easily. The chapter begins with brief theory followed by questions, divided into **NCERT Exercises** and **Additional Questions**. NCERT Exercises contain Textbook Questions, In-text Questions and Activities as given in the NCERT textbook. Additional Questions are practice questions divided into Objective and Subjective Questions. **Objective Questions** (MCQs, Match the Following, Picture-based Questions & Assertion-Reason, etc.) and **Subjective Questions** (Very Short Answer Questions, Short Answer Questions, Long Answer Questions & Case / Source based Questions). **Map Skill based Questions** are provided for Geography and History for thorough practice.

The **Competency Based Questions** which assess the application of concept in real life situations are covered extensively throughout the book.

Memory Map and **Competitive Corner** are placed before Chapter Assessment.

Chapter Assessment is designed as per the latest pattern of the examination. It stands as a testimony to the fact that the child has understood the chapter thoroughly.

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Solutions to **Chapter Assessments and Model Question Paper** along with answer key are provided via Q.R. codes.

While ensuring the complete coverage of the syllabus in an effortless and easy to grasp format, emphasis is also given on active learning. To achieve this, we have infused several titles such as **Smart Code, Reading Between the Lines, Gyan Guru, Smart Recap and Competitive Corner**.

The flow chart on the adjacent page will walk you through the key features of the book and elucidate how they have been carefully designed to maximize student learning.

A book affects eternity; one can never tell where its influence stops.

The journey to create a complete book is strewn with triumphs, failures and near misses. If you think we’ve nearly missed something or want to applaud us for our triumphs, we’d love to hear from you.

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KEY FEATURES

**GG-
Gyan Guru**

Our very own mascot will pop up in between that illustrates real life applications and facts related to the concept discussed.

Provides elaboration of concepts which is not expected to be learnt by the student but read for deeper understanding.

**Reading
between
the lines**

QR code

Provides Course Structure, List of Map Items, Assessment Topics, answers to Chapter Assessments and Model Question Paper with solution.

Provides simplified mnemonics for important or difficult concepts.

**Smart
Code**

**Memory
Map**

Summarizes the key points in the chapter.

Captures the essence of the subtopic discussed in the form of flow chart and offers students a prompt revision

**Smart
Recap**

**Competitive
Corner**

Presents questions from prominent competitive exams (UPSC)

Certain concepts in the chapter are also explained in the form of amusing stories for better understanding.


**Comic
Strips**

Memes

Humorous images based on the concept to make learning a fun-filled activity.

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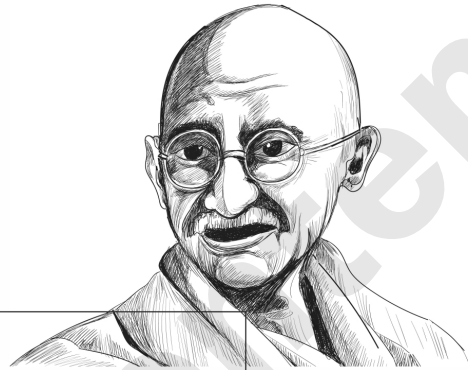
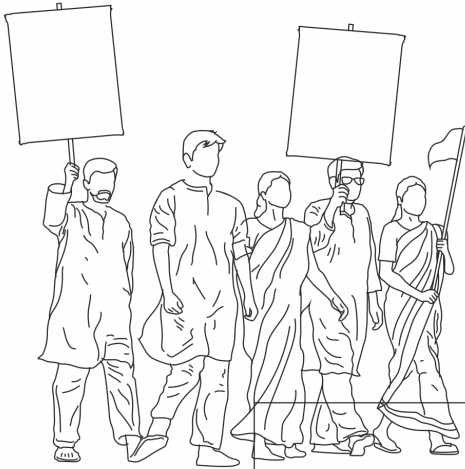
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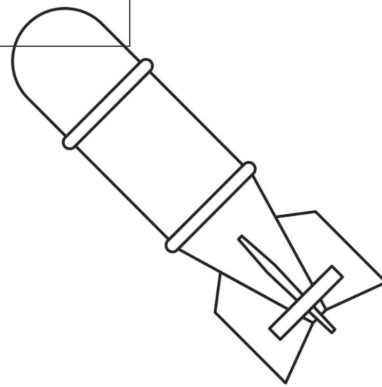
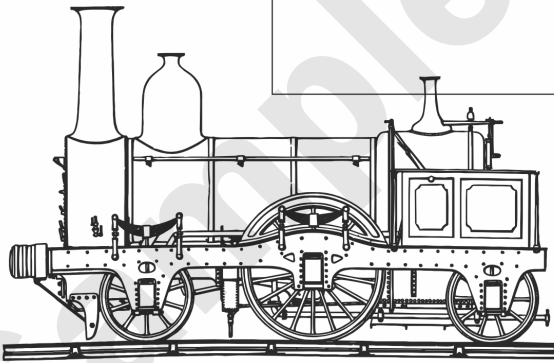
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Sample Content



HISTORY



Content & Concepts

- The French Revolution and the Idea of the Nation
- The Making of Nationalism in Europe
- The Age of Revolutions: 1830-1848
- The Making of Germany and Italy
- Visualising the Nation
- Nationalism and Imperialism

Hey! I had a question. The maps of 19th century Europe look very different from what they are today. Why?



Yes, that's right! In the 19th century, people wanted to create nation-states and nationalism came into being. Let's find out what that is!



Overview

This chapter will look at the diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.

1. The French Revolution and the Idea of the Nation

- France was a full-fledged territorial state in **1789** under the rule of an absolute monarch.
- The political and constitutional changes caused by French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
- With the outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.
- The French revolutionaries introduced various measures and practices such as-
 - i. The ideas of **la patrie** (the fatherland) and **le citoyen** (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.
 - ii. A new French flag, the tricolor, 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 taken and martyrs commemorated all in the name of the nation.
 - v. Internal customs duties and dues were abolished.
 - vi. A uniform system of weights and measures was adopted.
 - vii. Regional dialects were discouraged. French became the common language of the nation.
- ❖ **The Civil Code of 1804 (Napoleonic Code)**
 - By destroying democracy in France, Napoleon made a return to monarchy.
 - There were several administrative changes made by him to make the system more efficient.
 - These changes were known as the **Civil Code of 1804** or the **Napoleonic Code**.



- The principles of the Napoleonic Code are as follows:
 - i. All privileges based on birth were removed.
 - ii. It established equality before law and secured the right to property.
 - iii. Abolished the feudal system and freed peasants from serfdom and manorial dues.
 - iv. Guild restrictions were removed.
 - v. Transport and communication systems were improved.
 - vi. Uniform laws, standardised weights and measures, and a common national currency was introduced.
 - vii. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.
- **Disadvantages of the Napoleonic Code**
 Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of Europe, all seemed to outweigh the advantages of the administrative changes.

THE FRENCH REVOLUTION AND NAPOLEON



2. The Making of Nationalism in Europe

There were no nation-states in mid-eighteenth-century Europe. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories. There was no shared collective identity or culture-

- Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse peoples.
- The Habsburg Empire that ruled over Austria-Hungary was an assortment of many different regions and peoples.
- In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects.
- In Galicia, the aristocracy spoke Polish.

2.1 The Aristocracy and the New Middle Class

Socially and politically, a landed aristocracy was the dominant class on the continent with a similar lifestyle. This powerful aristocracy was however, numerically a small group. The majority of the population was made up of the peasantry.

❖ Features of the aristocratic class

- They owned estates and town - houses in the countryside.
- They spoke French for purposes of diplomacy and in high society.
- Their families were often connected by ties of marriage.



❖ **Rise of the New Middle Class**

- In Western and parts of Central Europe the growth of industrial production and trade meant the growth of towns. The towns led to the growth of commercial classes.
- New social groups came into being: a working-class population and middle classes made up of industrialists, businessmen and professionals.
- It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

2.2 Liberal Nationalism

- The term 'liberalism' derives from the Latin root *liber*, meaning free.
- For the new middle classes liberalism stood for freedom for the individual and equality of all before the law.
- Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament.
- Yet, equality before the law did not necessarily stand for universal **suffrage**. Women and non-propertied men organised opposition movements demanding equal political rights.
- 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.
- In **1834**, a customs union or **zollverein** was formed at the initiative of Prussia and joined by most of the German states.
- The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

2.3 A New Conservatism after 1815

- After the defeat of Napoleon, conservatism swept across Europe.
- Conservatives believed that established, traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family – should be preserved.

❖ **Treaty of Vienna of 1815**

- In **1815**, representatives of the European powers – Britain, Russia, Prussia and Austria – 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 purpose of this treaty was to undo the changes that took place in Europe due to Napoleonic wars.

❖ **Provisions of the Treaty of Vienna-**

- i. The Bourbon dynasty, which had been deposed during the French Revolution was restored to power.
 - ii. 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. As a result, 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.
 - vi. The German confederation of 39 states that had been set up by Napoleon was left untouched.
 - vii. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.
- The main intention was to restore the monarchies that had been overthrown by Napoleon and create a new conservative order in Europe.
 - One of the major issues taken up by the liberal-nationalists, who criticised the new conservative order was freedom of the press.

2.4 The Revolutionaries

- During the years following **1815**, the fear of repression drove many liberal-nationalists underground. Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
- **Giuseppe Mazzini**, an Italian revolutionary who was born in Genoa in **1807** became a member of the secret society of the Carbonari. He subsequently founded two more underground societies, first, **Young Italy** in Marseilles and then **Young Europe** in Berne.



3. The Age of Revolutions: 1830-1848

Liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.

❖ The revolutions are as follows-

- The first upheaval took place in France in **July 1830**. The Bourbon kings were now overthrown by liberal revolutionaries who installed a constitutional monarchy with **Louis Philippe** at its head.
- The July Revolution sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.
- The Greek War of Independence commenced in **1821**. The English poet **Lord Byron** fought in the Greek War. Finally, the **Treaty of Constantinople of 1832** recognised Greece as an independent nation.

3.1 The Romantic Imagination and National Feeling

- Art, poetry, stories and music helped express and shape nationalist feelings.
- Romantic artists and poets generally criticised the glorification of reason and science.
- Their effort was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.
- A German philosopher **Johann Gottfried Herder (1744-1803)** claimed that true German culture was to be discovered among the common people – das volk. It was through folk songs, folk poetry and folk dances that the true spirit of the nation (volksgeist) was popularised.
- Language too played an important role in developing nationalist sentiments. After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere.

3.2 Hunger, Hardship and Popular Revolt

- The **1830s** were years of great economic hardship in Europe.
- Europe faced population explosion and mass migration from rural areas to the cities. In most countries there were more seekers of jobs than employment.
- Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England.
- The rise of food prices or a year of bad harvest led to widespread pauperism.
- In **1848**, food shortages and widespread unemployment brought the population of Paris out on the roads.
- Barricades were erected and Louis Philippe was forced to flee.
- National Assembly proclaimed a Republic, granted suffrage to all adult males above 21 and guaranteed the right to work.

3.3 1848: The Revolution of the Liberals

- In other parts of Europe where independent nation-states did not yet exist – such as Germany, Italy, Poland, the Austro-Hungarian Empire – men and women of the liberal middle classes combined their demands for constitutionalism with national unification.
- In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly.
- They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly.
- The **Frankfurt parliament** was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support.
- In the end troops were called in and the assembly was forced to disband.
- Women were denied the rights to suffrage and were allowed as mere observers in the Frankfurt parliament.
- Monarchs were beginning to realise that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.
- Thus serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.
- The Habsburg rulers granted more autonomy to the Hungarians in **1867**.



4. The Making of Germany and Italy

4.1 Unification of Germany

- 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.
- 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.
- From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, **Otto von Bismarck**, was the architect of this process.
- Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.
- In **January 1871**, the **Prussian king, William I**, was proclaimed German Emperor in a ceremony held at Versailles.
- The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany. Prussian measures and practices often became a model for the rest of Germany.

4.2 Unification of Italy

❖ Fragmentation of Italy

- Like Germany, Italy too had a long history of political fragmentation. Italy was divided into seven states, of which only one, **Sardinia-Piedmont**, was ruled by an Italian princely house.
- The north was under Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon kings of Spain.
- Even the Italian language had not acquired one common form and still had many regional and local variations.

❖ Efforts in unification-

- During the **1830s**, **Giuseppe Mazzini** had sought to put together a coherent programme for a unitary Italian Republic. He had also formed a secret society called Young Italy in order to promote unification.
- **Chief Minister Cavour** who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in **1859**.
- Apart from regular troops, a large number of armed volunteers under the leadership of **Giuseppe Garibaldi** joined the fray. In **1860**, they marched into South Italy and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.
- In **1861**, **Victor Emmanuel II** was proclaimed king of united Italy. However, much of the Italian population, among whom rates of illiteracy were very high, remained blissfully unaware of liberal nationalist ideology.

4.3 The Strange Case of Britain

❖ Formation of Britain as a nation-state

- There was no British nation prior to the eighteenth century.
- The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish.
- The English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.
- 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.

• Formation of United Kingdom

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.

❖ Problems faced by Scotland

- Since the British parliament was dominated by English members, Scotland's distinctive culture and political institutions were systematically suppressed.
- The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.
- The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress.



❖ **Problems faced by Ireland**

- i. Ireland as a country was divided between Catholics and Protestants. The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country.
- ii. After a failed revolt led by Wolfe Tone and his United Irishmen (1798), Ireland was forcibly incorporated into the United Kingdom in **1801**.
- iii. The symbols of the new Britain – the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language – were actively promoted and the older nations survived only as subordinate partners in this union.

5. Visualising the Nation

The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. The female figure became an **allegory** of the nation.

❖ **Marianne and Germania**

- i. Marianne, a popular Christian name became the allegory for France. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps.
- ii. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.

Meanings of the symbol

Attribute	Significance
Broken chains	Being freed
Breastplate with eagle	Symbol of the German empire – strength
Crown of oak leaves	Heroism
Sword	Readiness to fight
Olive branch around the sword	Willingness to make peace
Black, red and gold tricolour	Flag of the liberal-nationalists in 1848, banned by the Dukes of the German states
Rays of the rising sun	Beginning of a new era

6. Nationalism and Imperialism

Nationalism no longer retained its idealistic liberal-democratic sentiment. Nationalist groups became increasingly intolerant of each other and ever ready to go to war.

❖ **The Balkan Tension and the First World War**

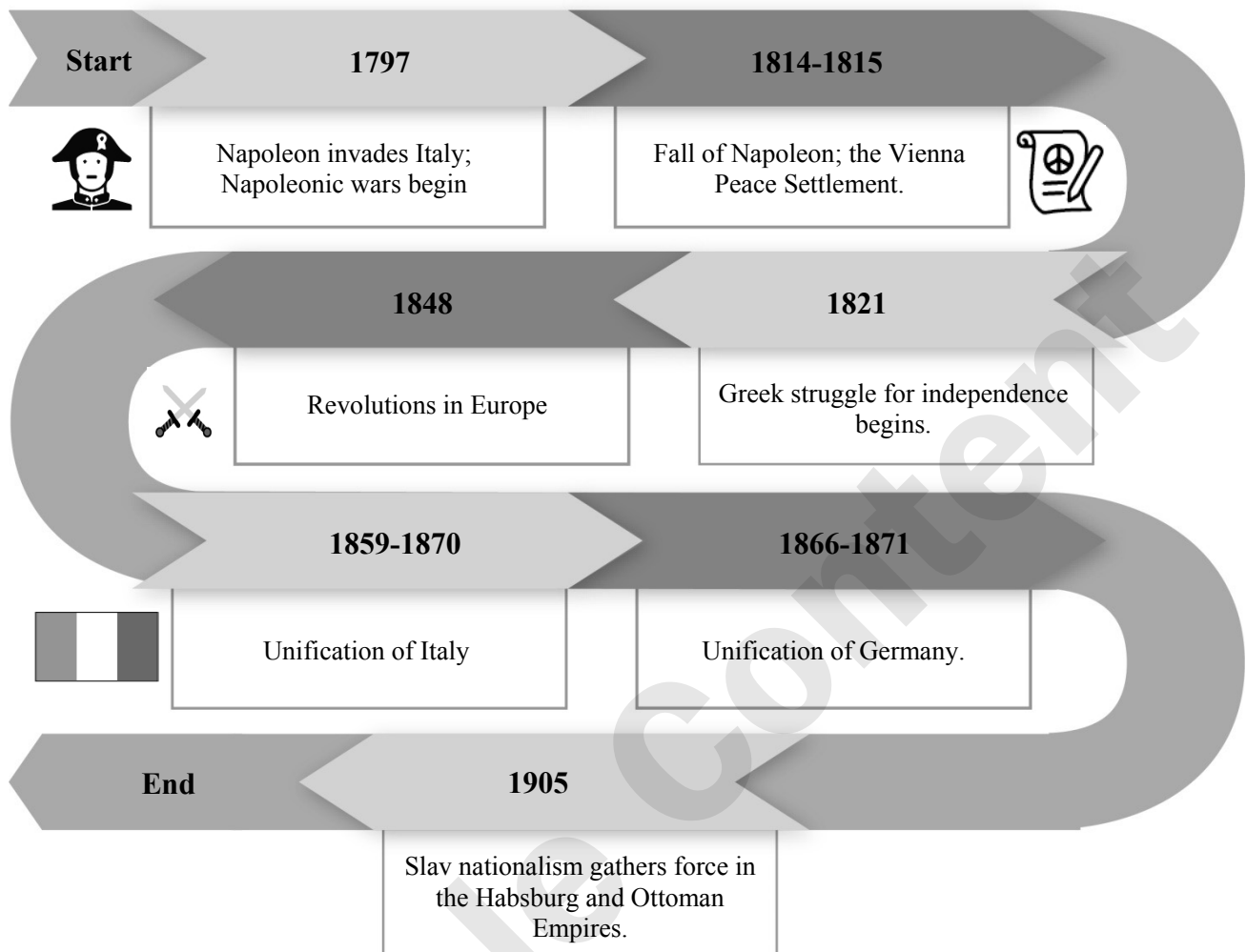
- The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro whose inhabitants were broadly known as the **Slavs**.
- The Balkan States were under the **Ottoman Empire**. Inspired by romantic nationalism, the Balkan states started demanding independence from the Ottoman on the pretext that they were independent in the past before being subjugated by foreign powers.
- During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.
- Each power – Russia, Germany, England, Austro-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**.

❖ **Anti-Imperial Movements**

- Nationalism, aligned with imperialism, led Europe to disaster in 1914. Many countries in the world which had been colonised by the European powers began to oppose imperial domination.
- The anti-imperial movements formed a sense of collective national unity, forged in confrontation with imperialism.
- Countries developed their own definition of nationalism but the idea that societies should be organised into 'nation-states' was universally accepted.



Timeline of Important Events



Glossary

Absolutist	Refers to a form of monarchical government that was centralised, militarised and repressive.
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.
Ethnic	Relates to a common racial, tribal, or cultural origin or background that a community identifies with or claims.
Feminist	A feminist is a person who spreads awareness of women's rights and interests based on the belief of the social, economic and political equality of the genders.
Modern state	A centralised power exercises sovereign control over a clearly defined territory.
Nation state	The majority of its citizens and not only its rulers, come to develop a sense of common identity and shared history or descent.
Plebiscite	A direct vote by which all the people of a region are asked to accept or reject a proposal.
Statue of Liberty	A personified female figure holding the torch of enlightenment in one hand and the Charter of the Rights of Man in the other.
Suffrage	The right to vote.
Utopian	A vision of a society that is so ideal that it is unlikely to actually exist.



NCERT Exercises

Textbook Questions

A. Write in brief:

1. Write a note on:

i. Giuseppe Mazzini

Ans:

- a. The Italian revolutionary Giuseppe Mazzini was born in Genoa in 1807.
- b. He became a member of the secret society of the Carbonari.
- c. He was sent into exile in 1831, for attempting a revolution in Liguria.
- d. He subsequently founded two more underground societies, first, Young Italy in Marseilles and then Young Europe in Berne.
- e. Mazzini believed that God had intended nations to be the natural units of mankind.

ii. Count Camillo de Cavour

Ans:

- a. Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat.
- b. Like many other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian.
- c. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.

iii. The Greek war of independence

Ans:

- a. Greece had been part of the Ottoman Empire since the fifteenth century.
- b. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.
- c. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire.
- d. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.

iv. Frankfurt parliament

Ans:

- a. In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly.
- b. On 18th May 1848, 831 elected representatives marched to take their places in the Frankfurt parliament convened in the Church of St. Paul.

- c. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.
- d. The king of Prussia rejected its terms and the commoners were unhappy with the parliament. Frankfurt Parliament resulted in the failure of liberalism.

v. The role of women in nationalist struggles

Ans:

- a. A large number of women had participated in the liberal movement. But the issue of extending political rights to women was a controversial one within the liberal movement.
- b. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations.
- c. Despite this they were denied suffrage rights during the election of the Assembly.
- d. When the Frankfurt parliament convened in the Church of St Paul, women were admitted only as observers to stand in the visitors' gallery.

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

Ans: The French revolutionaries introduced various measures and practices to create a sense of collective identity among the French people such as:

- i. The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised 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 standard.
- 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, all in the name of the nation.
- v. A centralised administrative system was established and it formulated uniform laws for all citizens.
- vi. Internal customs duties and dues were abolished.
- vii. A uniform system of weights and measures was adopted.
- viii. Regional dialects were discouraged. French became the common language of the nation.
- ix. The revolutionaries declared that it was the mission and the destiny of the French nation to liberate the people of Europe from despotism.

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



Ans:

- i. Marianne and Germania were the female allegories of France and German nation respectively.
- ii. The importance of the way in which they were portrayed was as follows:
 - a. Marianne:
 1. The characteristics of Marianne, were drawn from those of liberty and the republic – red cap, the tricolor, the cockade.
 2. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it.
 3. Marianne images were marked on coins and stamps.
 - b. Germania:

In visual representations, Germania wears a crown of oak leaves as the German oak stands for heroism.

4. Briefly trace the process of German unification.

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. From then on, Prussia took on the leadership of the movement for national unification.
- iv. Its chief minister Otto von Bismarck, was the architect of this process.
- 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.

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

Ans:

- i. By destroying democracy in France, Napoleon made a return to monarchy.
- ii. There were several administrative changes made by him to make the system more efficient.
- iii. These changes were known as the Civil Code of 1804 or the Napoleonic Code.
- iv. Within the wide swathe of territory like the Dutch Republic, Switzerland, Italy and Germany that came under Napoleon's control, he set out introducing administrative reforms are follows:
 - a. Abolished the feudal system and freed peasants from serfdom and manorial dues.

- b. Guild restrictions were removed in towns.
- c. Transport and communication systems were improved.
- d. Uniform laws, standardised weights and measures, and a common national currency was introduced.
- e. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.
- f. All privileges based on birth were removed.
- g. It established equality before law and secured the right to property.

B. 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?

Ans:

- i. After industrialisation, there emerged a new social class known as the educated middle class of Europe who led the revolution of the liberals in 1848. Events of February 1848, in France, had brought about the abdication of the monarch and a republic based on universal male suffrage had proclaimed.
- ii. The political, social and economic ideas supported by the liberals were as follows:
 - a. Politically, liberalism stood for the end of autocracy and clerical privileges a constitution and representative government through parliament.
 - b. Socially, it advocated the abolition of discrimination based on birth and gender.
 - c. 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.

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

Ans: Art, poetry, stories and music helped express and shape nationalist feelings.

- i. It was through folk songs, folk poetry and folk dances that the true spirit of the nation (volksgeist) was popularised. So collecting and recording these forms of folk culture was essential to the project of nation-building.
- ii. Even though Poland no longer existed as an independent territory, national feelings were kept alive through music and vernacular language. Karol Kurpinski, for example, celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.



iii. Language too played an important role in developing nationalist sentiments. After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere. The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

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

Ans: Nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe. This can be observed in the process by which Germany and Italy came to be unified as nation-states.

i. Germany Unification

[For this point refer the answer of Write in brief – Q. 4 in Textbook Questions]

ii. Italy Unification

a. During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic. He had also formed a secret society called Young Italy in order to promote unification.

b. Chief Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.

c. Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray. In 1860, they marched into South Italy and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.

d. In 1861, Victor Emmanuel II was proclaimed king of united Italy.

e. However, much of the Italian population, among whom rates of illiteracy were very high, remained blissfully unaware of liberal-nationalist ideology.

f. In 1867, Garibaldi led an army of volunteers to Rome to fight the last obstacle to the unification of Italy. The Papal States where a French garrison was stationed. In 1870, during the war with Prussia and France withdrew its troops from Rome and Papal States were finally joined to Italy.

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

Ans: In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process.

i. There was no British nation prior to the eighteenth century.

ii. The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish.

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

iv. 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.

v. The Act of Union (1707) between England and Scotland formed the 'United Kingdom of Great Britain'. As a result England was able to impose its influence on Scotland. They suppressed Scotland's distinctive culture and political institutions. Even The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress.

vi. Ireland suffered a similar fate. It was divided between Catholics and Protestants. The English helped the Protestants of Ireland to establish their dominance over country. Catholic revolts against British dominance were suppressed. In 1801 Ireland was forcibly incorporated into the United Kingdom.



GG - Gyan Guru

Brexit- Brexit is an abbreviation of two English words: 'Britain' and 'exit' and refers to the withdrawal process of the United Kingdom (UK) from the European Union (EU) in 2020.

5. Why did nationalist tensions emerge in the Balkans?

Ans:

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

ii. A large part of the Balkan States were under the Ottoman Empire. Inspired by romantic nationalism, the Balkan states started demanding independence from the Ottoman on the pretext that they were independent in the past before being subjugated by foreign powers.

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

iv. Moreover the Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others.



- v. During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.
- vi. Each power – Russia, Germany, England, Austro-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.

In-text Questions

1. Discuss
Summarise the attributes of a nation, as Renan understands them. Why, in his view, are nations important?

Ans:

- i. According to Renan, a nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory is the social capital upon which one bases a national idea.
- ii. A nation is a large scale solidarity and its daily existence is a plebiscite. A nation never has any real interest in annexing or holding on to a country against its will.
- iii. According to Renan, the existence of a nation is a necessity because it is a guarantee of liberty which would be lost if the world had only one law and only one master.

2. Discuss
Describe the political ends that list hopes to achieve through economic measures.

Ans:

- i. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.
- ii. The creation of a network of railways further stimulated mobility harnessing economic interests to national unification.
- iii. A wave of economic nationalism strengthened the wider nationalist sentiments growing at the time.
- iv. According to Friedrich List, it awakened national sentiment through a fusion of individual and provincial interests.
- v. A free economic system was the only means to engender nationalism.

3.



(Fig. 6)

What is the caricature trying to depict?

Ans: The plaque on the left bears the inscription: ‘The most important question of today’s meeting: How long will thinking be allowed to us?’ The board on the right lists the rules of the Club which include the following:

- i. Silence is the first commandment of this learned society.
- ii. To avoid the eventuality whereby a member of this club may succumb to the temptation of speech, muzzles will be distributed to members upon entering.’ This shows the restriction on the freedom of speech imposed by the conservatives.

4. Discuss
Discuss the importance of language and popular traditions in the creation of national identity.

Ans: (Please refer to Textbook Questions, Discuss Question 2)

5. Discuss
Describe the cause of the Silesian weavers’ uprising. Comment on the viewpoint of the journalist.

Ans:

- i. The Silesian weavers faced many challenges when the contractors exploited them-
 - a. The contractors supplied them with raw materials but reduced the payment of finished textiles.
 - b. Due to industrialisation, the weavers were unable to compete with the machine made textile prices.
 - c. The exploitation by the contractors was driving them towards poverty and unemployment.
 - d. When the Silesian weavers started protesting, they received scorn and threats from the contractors.
 - e. When the weavers plundered the house of the contractor, he retaliated by requisitioning an army where 11 weavers were shot.
- ii. The reporter Wilhelm Wolf was biased towards the contractors. The use of words like ‘elegant window panes’, ‘porcelain’ and ‘plundered’ in his report shows that he felt sympathy for the contractors and did not understand the poverty of the weavers that forced them to take such a drastic step.

6. Discuss
Compare the positions on the question of women’s rights voiced by the three writers cited above. What do they reveal about liberal ideology?

Ans:

- i. The liberal politician Carl Welcker has sexist opinions regarding women’s rights. He does not see men and women as equals. According to him, equality between the sexes would destroy family harmony.



- ii. Louise Otto-Peters, a political activist, is a feminist who believes that liberty is not just for the male population otherwise it would cater to only half of humanity. Liberty is indivisible.
- iii. An anonymous reader is appalled by Welcker's views and is upset over how a shepherd has the

right to vote but a highly talented woman does not get suffrage even though they contribute to the maintenance of the state. They believe that liberalism needs to cater to both the sexes and not just for men. Liberty is indivisible.

Activity Corner

1. In what way do you think this print depicts a utopian vision?



(Fig. 1)

Ans: A utopian vision of the society means an ideal vision of how a society should be which is unlikely to exist in reality. In Sorrieu's utopian vision, the people of the world are grouped as distinct nations, identified through their flags and national costume. It is utopian because at the time when the painting was created, a lot of these countries did not exist as nation states. On the ground in the painting there are shattered images of absolutist institutions, these institutions were in fact ruling at that time.

2. Plot on a map of Europe the changes drawn up by the Vienna Congress.

*[Note: Students can refer to the link given below-
<https://www.britannica.com/event/Congress-of-Vienna>]*

3. Imagine you are a weaver who saw the events as they unfolded. Write a report on what you saw.

Ans: In our village, weaving cotton is the most widespread occupation. These contractors have been exploiting us for a long time by giving us reduced payments for the finished products. We are also competing with machines which is an impossible task. Our request goes to deaf ears and our protests have been met with scorn and threats. We have been drifting to poverty and unemployment. Out of no choice we had to break into the contractor's house in order to show our dissatisfaction. The inhuman contractor requisitioned an army and shot 11 of our people mercilessly.

4. Describe the caricature. How does it represent the relationship between Bismarck and the elected deputies of Parliament? What interpretation of democratic processes is the artist trying to convey?



(Fig. 13)



Ans:

- i. Otto von Bismarck is seen holding a whip because he led the parliament ruthlessly with an iron hand. The members of the parliament are afraid of his behaviour and are seen as hiding under the tables to be saved from the 'whip.'
 - ii. The artist satirically is trying to portray that even though Germany seemed like a democratic government it was indeed an autocracy because of the power held by Bismarck.
5. i. **Look at figure. Do you think that the people living in any of these regions thought of themselves as Italians?**



(Fig. 14. a.)

Ans: It seems very unlikely that the people living in any of these regions thought of themselves as Italians due to the following reasons:

- a. Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house. The north was under Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon kings of Spain. Even the Italian language had not acquired one common form and still had many regional and local variations.
- b. The peasants who had supported in the unification of southern Italy were illiterate and were unaware of liberal-nationalist ideology.
- c. Moreover, the peasants had never heard of *Italia* and believed that 'La Talia' Victor Emmanuel's wife!

- ii. **Examine figure. Which was the first region to become a part of unified Italy? Which was the last region to join? In which year did the largest number of states join?**



(Fig. 14. b.)

Ans: Savoy Sardinia was the first region to become a part of Italy and Papal State was the last region that joined. In 1860, the largest numbers of states joined.



6. The artist has portrayed Garibaldi as holding on to the base of the boot, so that the King of Sardinia-Piedmont can enter it from the top. Look at the map of Italy once more. What statement is this caricature making?



(Fig. 15)

Ans: The boot in the picture symbolises southern Italy. Garibaldi had conquered the Kingdom of the Two Sicilies for King Emmanuel II. The caricature is a satirical comment on how the work was done by Garibaldi and the fruits were reaped by King Emmanuel II.

7. With the help of the chart in Box 3, identify the attributes of Veit's Germania and interpret the symbolic meaning of the painting. In an earlier allegorical rendering of 1836, Veit had portrayed the Kaiser's crown at the place where he has now located the broken chain. Explain the significance of this change.

Attribute	Significance
Broken chains	Being freed
Breastplate with eagle	Symbol of the German empire – strength
Crown of oak leaves	Heroism
Sword	Readiness to fight
Olive branch around the sword	Willingness to make peace
Black, red and gold tricolour	Flag of the liberal-nationalists in 1848, banned by the Dukes of the German states
Rays of the rising sun	Beginning of a new era

Ans:

- i. The symbolic meaning of the painting is that Germany has emerged as a nation.
- ii. The female figure is Germania who is the female allegory of Germany.
- iii. The replacement of the Kaiser's crown with a broken chain signifies that Germany is now a nation freed from autocratic monarchical rule.

8.

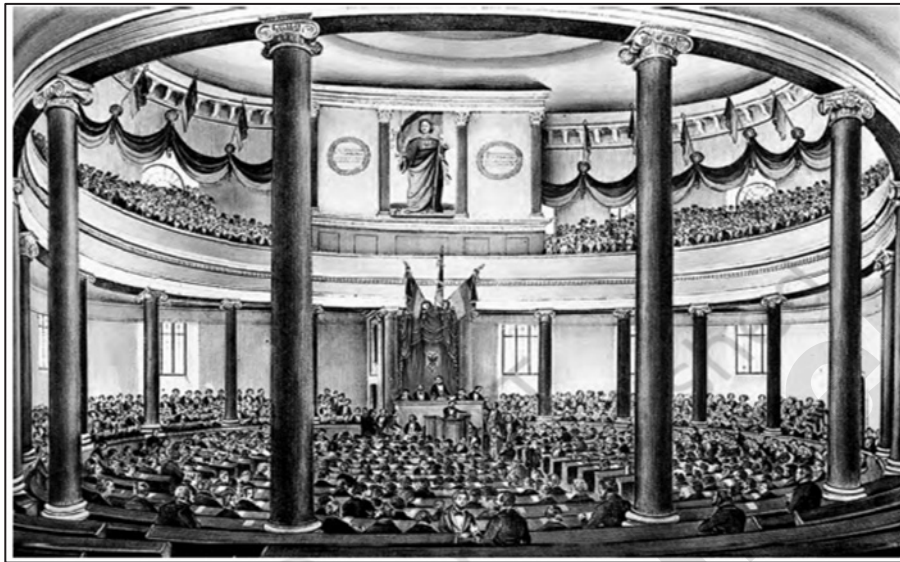


(Fig. 17)

Describe what you see in figure given above. What historical events could Hübner be referring to in this allegorical vision of the nation?

Ans. Since the female figure is the allegory of a nation. The fallen Germania signifies the falling of Germany in its effort to unite the people under one monarch (King Friedrich William IV). The king had rejected their demand in 1848. The crown and the stick are symbols of monarchy which are cast aside which symbolizes the loss of hope to be united under one monarch.

9. Look at the figure. Imagine you were a citizen of Frankfurt in March 1848 and were present during the proceedings of the parliament. How would you (a) as a man seated in the hall of deputies, and (b) as a woman observing from the galleries, relate to the banner of Germania hanging from the ceiling?



(Fig. 10)

Ans:

- i. As a man, I would feel that the goal of German unification and the ideal of a nation is achieved as all the symbols of Germania are now a reality.
- ii. As a woman, I would feel injustice as women had made equal efforts in national unification but were not given suffrage and were mere observers in the parliament. Thus the banner of Germania would only hold truth for men and not women.

10. **Project: Find out more about nationalist symbols in countries outside Europe. For one or two countries, collect examples of pictures, posters or music that are symbols of nationalism. How are these different from European examples?**

Ans.

- i. The state emblem of India is the adaptation from the Sarnath Lion Capital of Ashoka. The flag is a tri colour flag-saffron, white and green with the Asoka chakra in the middle. Bharat Mata is the female allegory of India. Its national bird is a peacock and the national animal is the tiger. The national anthem of India is Jana Gana Mana.



- ii. The countries outside Europe are different because their nationalist sentiments are based on their own nation's experiences and struggle against colonisation.



Additional Questions

OBJECTIVE QUESTIONS

Multiple Choice Questions [1 Mark]

1. What impact did the storming of the Bastille by the French have on Europe?
[CBSE Competency Focused Practice Questions 2022-23]
(A) **People across Europe got inspired to fight against the rule of the monarch.**
(B) Made monarchs from different parts of Europe abdicate from the throne.
(C) Inspired nations across Europe to colonise other countries of the world.
(D) People in Europe started to fear the French revolutionaries.
2. What does *le patrie* stand for?
(A) The motherland
(B) The citizen
(C) **The fatherland**
(D) Liberty
3. Which nation decided that it was their destiny to liberate the people of Europe?
(A) Germany (B) Italy
(C) Britain (D) **France**
4. Which one of the following was *not* included in the 'Napoleonic Code' of 1804? [CBSE 2021]
(A) **Privilege based on birth**
(B) Abolished the Feudal systems
(C) Right to property
(D) Equality before law
5. Name the artist that visualised the 'Democratic and Social Republic' in a painting.
(A) Leonardo Da Vinci
(B) **Frederic Sorrieu**
(C) Frederic William
(D) Erst Renan
6. Which of the following is *not* a measure adopted by the French revolutionaries?
(A) **Going back to conservatism**
(B) Idea of la patrie
(C) A new tricolour French flag
(D) Internal custom duties were abolished
7. Which of the following options are correct?
i. Aristocrats owned estates and town houses
ii. Aristocrats spoke French
iii. Aristocrats were not allowed to vote
iv. Aristocrats were middle class
(A) **Only (i) and (ii) are correct**
(B) Only (i), (ii) and (iii) are correct
(C) Only (i) and (iv) are correct
(D) Only (i) and (iii) are correct
8. Identify the ideology under which people demanded freedom of markets in early-nineteenth-century Europe.
[CBSE SQP Term I 2021-22]
(A) Romanticism (B) **Liberalism**
(C) Socialism (D) Rationalism
9. Which word means the right to vote?
(A) Feminism (B) Nationalism
(C) **Suffrage** (D) Utopian
10. Which language was spoken by the aristocracy in Galicia?
(A) **Polish** (B) Italian
(C) English (D) Magyar
11. Which group is *not* a part of the working class population?
(A) Industrialists (B) Businessmen
(C) Professionals (D) **Aristocrats**
12. Identify the belief that established traditional institutions of state and society like the Church and monarchy.
(A) Romanticism (B) Liberalism
(C) **Conservatism** (D) Rationalism
13. Which dynasty was deposed during the French revolution?
(A) **Bourbon** (B) Chinese
(C) Romanov (D) Habsburg
14. What was the main intention of the Treaty of Vienna?
(A) To remove monarchy
(B) To establish liberalism
(C) **To restore monarchy**
(D) To aim for utopia
15. Which treaty recognised Greece as an independent nation in 1832?
(A) Treaty of Vienna
(B) Treaty of Versailles
(C) **Treaty of Constantinople**
(D) Treaty of Marseilles
16. Name a cultural movement which sought to develop nationalism through art and poetry.
(A) **Romanticism** (B) Liberalism
(C) Conservatism (D) Rationalism
17. Which of the following was the result of the Act of Union, 1707? [CBSE SQP Term I 2021-22]
(A) Unification of Germany
(B) **Unification of the kingdom of Great Britain**
(C) Unification of Italy
(D) Unification of Vietnam



18. Arrange the following in the correct order of sequence
- Treaty of Vienna
 - Napoleonic Wars began
 - Unification of Italy
 - French Revolution
- (A) **iv,ii,i,iii** (B) i,iii,ii,iv
(C) iv,ii,iii,i (D) iii,ii,iv,i
19. Identify the major aspect that helped in the formation of a nation-state in Britain.
[CBSE SQP Term I 2021-22]
- (A) In 1688, the monarch of Britain fought war with English Parliament.
(B) **The Parliament through a bloodless revolution seized power from the monarchy.**
(C) The British nation was formed as a result of a war with Ireland and Wales.
(D) The formation of a nation-state in Britain was the result of many revolts.
20. Who was the chief architect of the German unification process? [CBSE SQP 2019-20]
- (A) William I
(B) **Otto von Bismarck**
(C) Giuseppe Mazzini
(D) Victor Emmanuel II
21. Which one of the following personality has *not* played a role in Italy unification?
- (A) Victor Emmanuel II
(B) Giuseppe Mazzini
(C) Chief Minister Cavour
(D) **Otto von Bismarck**
22. Which of the following is *not* a part of United Kingdom of Britain? [CBSE 2021]
- (A) England (B) **Poland**
(C) Scotland (D) Ireland
23. What does 'crown of oak leaves' symbolise? [CBSE SQP 2023-24]
- (A) Freedom
(B) Readiness to fight
(C) Willingness to make peace
(D) **Heroism**
24. An abstract idea that is expressed through a person or a thing.
- (A) Feminist (B) **Allegory**
(C) Utopia (D) Ethnic
25. Which country is *not* a part of the Balkans?
- (A) Bosnia (B) Serbia
(C) **Italy** (D) Albania
26. The Balkans was under the control of which empire?
- (A) **Ottoman Empire** (B) Roman Empire
(C) Russian Empire (D) Prussian Empire

27. When did the First World War commence?
- (A) 1912 (B) **1914**
(C) 1918 (D) 1920

Match the Following [1 Mark]

1.

	Personality		Contribution
i.	Napoleon	a.	Fought in the Greek War
ii.	Giuseppe Mazzini	b.	'What is a Nation'
iii.	Lord Byron	c.	Founder of Young Italy
iv.	Ernst Renan	d.	Napoleonic Code

- (A) (i-c), (ii-d), (iii-a), (iv-b)
(B) **(i-d), (ii-c), (iii-a), (iv-b)**
(C) (i-b), (ii-a), (iii-c), (iv-d)
(D) (i-a), (ii-b), (iii-c), (iv-d)

2.

	Attribute		Significance
i.	Sword	a.	Flag of the liberal-nationalists in 1848, banned by the Dukes of the German States
ii.	Olive branch around the sword	b.	Beginning of a new era
iii.	Black, red and gold tricolour	c.	Readiness to fight
iv.	Rays of the rising sun	d.	Willingness to make peace

- (A) **(i-c), (ii-d), (iii-a), (iv-b)**
(B) (i-d), (ii-c), (iii-a), (iv-b)
(C) (i-b), (ii-a), (iii-c), (iv-d)
(D) (i-a), (ii-b), (iii-c), (iv-d)

Picture based Questions [1 Mark]

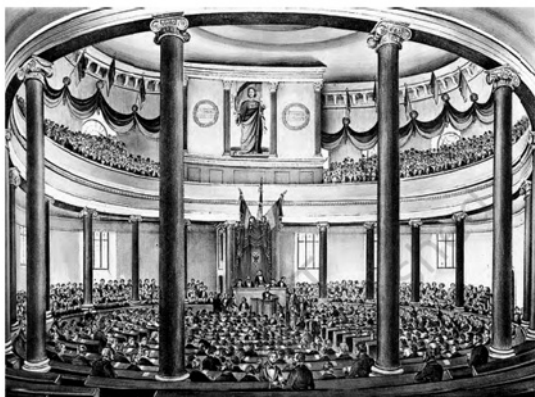
1. Who is represented in the picture as a postman?



- (A) Karl Marx (B) **Napoleon**
(C) Germania (D) Giuseppe Mazzini



2.



This picture depicts the Frankfurt parliament in the Church of St. Paul. Who was not allowed to vote during the election of the Assembly?

- (A) Women
- (B) Businessmen
- (C) Noblemen
- (D) Prosperous artisans

3. Following 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 Term I 2021-22]



- (A) Marianna
- (B) Philip Viet
- (C) Germania
- (D) La Italia

Assertion-Reason [1 Mark]

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

1. **Assertion (A):** Napoleon's French army brought democracy and accountability in governance across Europe by 1804.
Reason (R): Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.

[CBSE Competency Focused Practice Questions 2022-23]

- (A) A is true but R is false.
- (B) A is false but R is true.
- (C) Both A and R are true and R explains A.
- (D) Both A and R are true but R does not explain A.

2. **Assertion (A):** Many artists and poets within Europe made paintings and wrote poems to highlight the plight of Greeks under the Ottoman Empire.

Reason (R): Many Europeans had sympathies for ancient Greek culture and supported the work of Greek nationalists.

[CBSE Competency Focused Practice Questions 2022-23]

- (A) A is true but R is false.
- (B) A is false but R is true.
- (C) Both A and R are true and R explains A.
- (D) Both A and R are true but R does not explain A.

SUBJECTIVE QUESTIONS

Very Short Answers [2 Marks]

1. **What was the main aim of the French revolutionaries?**

Ans: The main aim of the French revolutionaries was to liberate the people of France and the people of other European countries from despotism to help them build nation-states.

2. **Which event marked the beginning of nationalism?**

Ans: The French Revolution in 1789 led to the beginning of nationalism. The French Revolution led to the transfer of sovereignty from monarchy to a body of French citizens.

3. **What is the Napoleonic Code also called?**

Ans: The Napoleonic Code is also called the Civil Code of 1804.

4. **Which person was responsible for destroying democracy in France?**

Ans: Napoleon was responsible for destroying democracy in France.

5. **Among which people did the idea of nationalism and abolition of aristocracy gain popularity?**

Ans: The idea of nationalism and abolition of aristocracy gained popularity among the educated, liberal middle classes.

6. **What did conservatives believe?**

Ans: Conservatives believed that established traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family should be preserved.



7. **Which European powers collectively defeated Napoleon?**

Ans: The European powers – Britain, Russia, Prussia and Austria collectively defeated Napoleon in 1815.

8. **What would romantic artists criticise?**

Ans: The romantic artists and poets generally criticised the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.

9. **What forced Louis Philippe to flee Paris?**

Ans: The year 1848 was a year of food shortages and widespread unemployment that brought the population of Paris out on the roads. Unhappy with the king, the citizens of Paris revolted against Louis Philippe that forced him to flee.

10. **Why did the Silesian weavers start a revolt against their contractors in 1845?**

Ans: The Silesian weavers started a revolt against their contractors because the contractors supplied them raw material and gave them orders for finished textiles for drastically reduced payments.

11. **What is the national anthem of Britain?**

Ans: The national anthem of Britain is ‘God Save Our Noble King.’

12. **Who were the three revolutionaries of Italy?**

Ans: Chief Minister Cavour, Giuseppe Mazzini and Giuseppe Garibaldi were the three revolutionaries of Italy.

13. **Mention the ethnicities of the British Isles.**

Ans: English, Welsh, Scot and Irish are the ethnicities of the British Isles.

14. **Which symbol is used for the beginning of a new era?**

Ans: Rays of the rising sun is used as a symbol for the beginning of a new era.

15. **Why did the nationalist groups become increasingly intolerant of each other?**

Ans: By the last quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century but became a narrow creed with limited ends.

Short Answers

[3 Marks]

1. **What is the symbolism of Christ and Statue of Liberty in Frederic Sorrieu’s painting?**

Ans:

- Christ, saints and angels from heaven symbolise fraternity among the nations of the world.
- The Statue of Liberty is the female personification of liberty. She bears the torch of Enlightenment and the Charter of the Rights of Man in the other.

2. **What is an absolutist government?**

Ans:

- An absolutist government is 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.

3. **What were the disadvantages of the Napoleonic Code?**

Ans: The new administrative arrangements did not go hand in hand with political freedom. Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of Europe, all seemed to outweigh the advantages of the administrative changes.



GG - Gyan Guru

The rule of Napoleon fostered numerous scientific discoveries, many related to warfare. The process of canning food was a product of the Napoleonic Wars.

4. **‘If you look at the map of mid-eighteenth-century Europe you will find that there were no ‘nation-states’ as we know them today.’ Elucidate.**

Ans:

- Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories. There was no shared collective identity or culture.
- Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse people.
- The Habsburg Empire that ruled over Austria-Hungary was an assortment of many different regions and people.
- In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects.

5. **‘Conservative regimes set up in 1815 were autocratic.’ Comment.**

Ans:

- Conservative regimes did not tolerate criticism and dissent and sought to curb activities that questioned the legitimacy of autocratic governments.
- Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom associated with the French Revolution.
- One of the major issues taken up by the liberal-nationalists who criticised the new conservative order was freedom of the press.



6. 'The decade of 1830 had brought great economic hardship in Europe.' Support the statement with arguments. [CBSE 2016]

Ans:

- i. The 1830s were years of great economic hardship in Europe. Europe faced population explosion and mass migration from rural areas to the cities.
- ii. In most countries there were more seekers of jobs than employment. Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England.
- iii. The rise of food prices or a year of bad harvest led to widespread pauperism.

7. How was Scotland incorporated into United Kingdom?

Ans: 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.

8. Why were the subordinate partners of Britain unhappy?

Ans: The symbols of new Britain – the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language – were actively promoted and the older nations survived only as subordinate partners in this union.

9. What symbols were used to represent Liberty and Justice?

Ans: A red cap or a broken chain is used as a symbol for liberty whereas a blindfolded woman carrying a pair of weighing scales is used for Justice.

10. What is an anti-imperialist movement?

Ans:

- i. Nationalism, aligned with imperialism led Europe to disaster in 1914.
- ii. Many countries in the world which had been colonised by the European powers began to oppose imperial domination.
- iii. The anti-imperial movements formed a sense of collective national unity forged in confrontation with imperialism.

Long Answers

[5 Marks]

1. What was the *zollverein*? Highlight its achievement of nationalism through economic measures.

Ans:

- i. Zollverein was a customs union joined by the German states in order to economically bind Germany in nationalist sentiments.

ii. Its achievement of nationalism through economic measures are as follows:

- a. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.
- b. The creation of a network of railways further stimulated mobility harnessing economic interests to national unification.
- c. A wave of economic nationalism strengthened the wider nationalist sentiments growing at the time.
- d. According to Friedrich List, it awakened national sentiment through a fusion of individual and provincial interests.
- e. A free economic system was the only means to engender nationalism.

2. Analyze the decisions taken by the conservatives at the Congress of Vienna in the year 1815.

[CBSE SQP 2023-24]

Ans: The impact of the Treaty of Vienna on European people are as follows:

- i. The Bourbon dynasty, which had been deposed during the French Revolution was restored to power.
- ii. 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. As a result, 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.
- vi. The German confederation of 39 states that had been set up by Napoleon was left untouched.
- vii. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.
- viii. The monarchies were restored and a new conservative order created in Europe.

3. Explain any five challenges which the Silesian weavers faced in 1845 when contractors reduced their payments.

[CBSE Competency Focused Practice Questions 2022-23]

Ans: The Silesian weavers faced many challenges when the contractors exploited them –

- i. The contractors supplied them with raw materials but reduced the payment of finished textiles.
- ii. Due to industrialisation, the weavers were unable to compete with the machine made textile prices.



- iii. The exploitation by the contractors was driving them towards poverty and unemployment.
- iv. When the Silesian weavers started protesting, they received scorn and threats from the contractors.
- v. When the weavers plundered the house of the contractor, he retaliated by requisitioning an army, where 11 weavers were shot.

4. How did artists give a face to a nation in the eighteenth and nineteenth centuries?

Ans.

- i. Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation.
- ii. In other words they represented a country as if it were a person. Nations were then portrayed as female figures.
- iii. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form.
- iv. The female figure became an allegory of the nation.
- v. French Revolution artists used the female allegory to portray ideas such as Liberty, Justice and the Republic.
- vi. These ideals were represented through specific objects or symbols.

5. How would you evaluate Napoleon as an administrator who created a more rational and efficient system? Elucidate with suitable examples. [CBSE SQP 2023-24]

Ans:

- i. The Civil Code of 1804 – usually known as the Napoleonic Code, secured the right to property, established equality before the law, and removed all privileges based on birth.
- ii. The Napoleonic Code was followed by the regions under the French control.
- iii. New businessmen, artisans, peasants, and workers enjoyed a new-found freedom.
- iv. In territories under French control such as Italy, Germany, Switzerland, and Dutch Republic, peasants were freed from manorial dues, peasants were freed from serfdom, feudal system was abolished, administrative divisions were simplified.
- v. Guild restrictions were removed in towns.
- vi. There were improvements in communication and transport systems.
- vii. To facilitate the movement and exchange of goods and capital from one region to another, small-scale producers of goods and businessmen began to realise that common national currency, standardised measures and weights, and uniform laws were of great help.

Case Based Questions

[4 Marks]

1. The liberal politician Carl Welcker, an elected member of the Frankfurt Parliament, expressed the following views:

‘Nature has created men and women to carry out different functions ... Man, the stronger, the bolder and freer of the two, has been designated as protector of the family, its provider, meant for public tasks in the domain of law, production, defence. Woman, the weaker, dependent and timid, requires the protection of man. Her sphere is the home, the care of the children, the nurturing of the family ... Do we require any further proof that given such differences, equality between the sexes would only endanger harmony and destroy the dignity of the family?’

Louise Otto-Peters (1819-95) was a political activist who founded a women’s journal and subsequently a **feminist** political association.

The first issue of her newspaper (21 April 1849) carried the following editorial:

‘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...’

An anonymous reader of the same newspaper sent the following letter to the editor on 25 June 1850:

‘It is indeed ridiculous and unreasonable to deny women political rights even though they enjoy the right to property which they make use of. They perform functions and assume responsibilities without however getting the benefits that accrue to men for the same ... Why this injustice? Is it not a disgrace that even the stupidest cattle-herder possesses the right to vote, simply because he is a man, whereas highly talented women owning considerable property are excluded from this right, even though they contribute so much to the maintenance of the state?’

i. Who was Carl Welcker? (1 Mark)

Ans: Carl Welcker was a liberal politician who was an elected member of the Frankfurt Parliament.

ii. Who is a feminist? (1 Mark)

Ans: A feminist is a person who spreads awareness of women’s rights and interests based on the belief of the social, economic and political equality of the genders.



iii. Why is it unjust to deny women political rights?

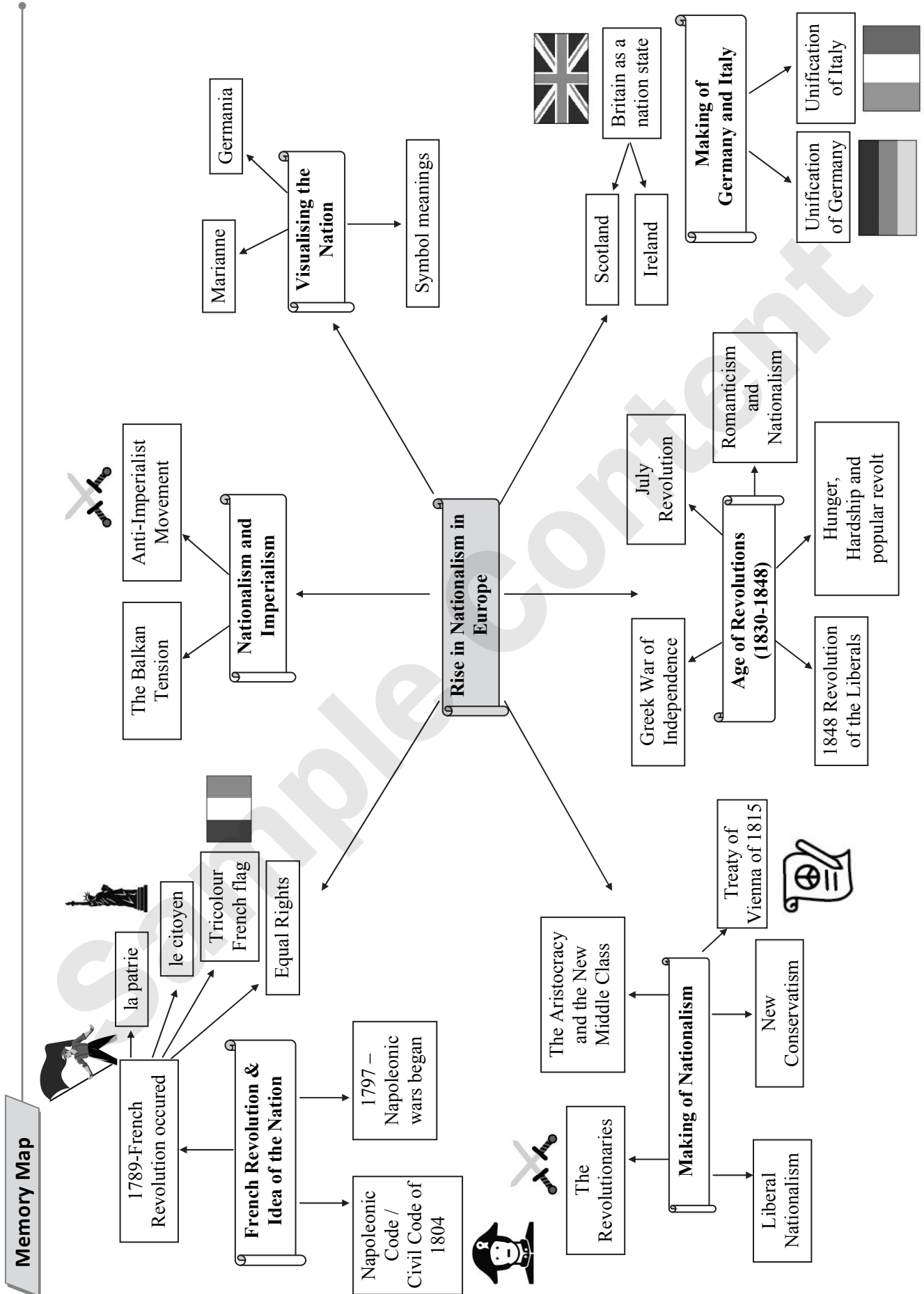
(2 Marks)

Ans:

- a. It is unjust to deny women political rights because they too like men perform important functions and assume responsibilities without however getting the benefits that accrue to men for the same.
- b. A male cattle herder gets the right to vote but a highly talented women owning property is denied suffrage which is unjust.

Competitive Corner

1. Great ambition is the passion of a great character. Those endowed with it may perform very good or very bad acts. All depends on the principles which direct them.” – Napoleon Bonaparte.
Stating examples mention the rulers (i) who have harmed society and country, (ii) who worked for the development of society and country. **[UPSC Mains 2017 General Studies Paper IV]**
2. Why did the industrial revolution first occur in England? Discuss the quality of life of the people there during the industrialisation. How does it compare with that in India at present? **[UPSC Mains 2015 General Studies Paper I]**





Section A

Q. 1. Multiple Choice Question:

[6 Marks]

1. A direct vote by which all the people of a region are asked to accept or reject a proposal.

(A) Feminist	(B) Plebiscite
(C) Suffrage	(D) Allegory
2. Identify the characteristics of Cavour among the following.
 - i. He was an Italian statesman
 - ii. He spoke better French than Italian
 - iii. He was a tactful diplomat
 - iv. He belonged to a royal family

(A) Only (i) and (ii) are correct	(B) Only (i), (ii) and (iii) are correct
(C) Only (i) and (iv) are correct	(D) Only (i) and (iv) are correct
3. Answer 3a and 3b based on the map given below



- 3a. Identify the country shown based on the regions that are conquered.

(A) Italy	(B) Germany
(C) Switzerland	(D) Austria
- 3b. The revolutionary who played an important role in this country.

(A) William I	(B) Otto von Bismarck
(C) Giuseppe Mazzini	(D) Louis Philippe
4. Assertion-After Russian Occupation in Poland, the Russian language was imposed on its people.
Reason- The use of Polish soon came to be a symbol of struggle against Russian dominance.

(A) A is true but R is false.	(B) A is false but R is true.
(C) Both A and R are true and R explains A.	(D) Both A and R are true but R does not explain A.
5. Which treaty recognized Greece as an independent nation in 1832?

(A) Treaty of Vienna	(B) Treaty of Versailles
(C) Treaty of Constantinople	(D) Treaty of Marseilles



Section B

Q.2. Very Short Answer Type Question:

[4 Marks]

1. What was the cause of World War 1 in 1914?
OR
Who drew the Civil Code of 1804?
2. What does an olive branch symbolise?

Section C

Q.3. Short Answer Type Question:

[6 Marks]

1. Who was the female allegory of France? What were her characteristics drawn from?
OR
State any two characteristics of aristocracy?
2. Who opposed the liberal ideologies in Germany? Name the German emperor.

Section D

Q.4. Long Answer Type Question:

[5 Marks]

1. What problems did Scotland and Ireland face when they became a part of United Kingdom of Great Britain?
OR
State any five provisions of the Treaty of Vienna.

Section E

Q.5. Case Based Question:

[4 Marks]

Grimms' Fairy Tales is a familiar name. The brothers Jacob and Wilhelm Grimm were born in the German city of Hanau in 1785 and 1786 respectively. 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.

1. How did the Grimm brothers write down fairy tales? (1 Mark)
2. What were the Grimm brothers studying before writing fairy tales? (1 Mark)
3. In what way did the Grimm brothers contribute to nationalism in Germany? (2 Marks)

Scan the given **Q.R. code** in *Quill - The Padhai App* to view the Answers of Chapter Assessment





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