The Rise of Nationalism in Europe

Fastrack Revision

- During the 19th century, nationalism emerged as a force that brought changes in the political and mental thinking of Europe and development of the concept of nation-state with citizens having common identity and shared history or descent.
  The following factors led to the emergence of nationalism in Europe:
  - Emergence of a new middle-class which questioned the powers of monarchy.
  - Growing awareness of the concept of liberalism.
  - The attitude of the conservatives towards common people and the censorship imposed by them on newspapers, books, plays, songs, etc.

Knowledge BOOSTER

Liberalism has been derived from the Latin word 'liber' meaning free. There are two types of liberalism, viz. political and economic.

  - The emergence of revolutionaries such as Giuseppe Mazzini.
  - The work of romantic artists and poets created a sense of collective heritage and common cultural past among the people.
  - The economic hardships faced by the people in the form of food shortages, unemployment, etc.
- The following methods were adopted to spread the feeling of nationalism in Europe:
  - In the 18th and the 19th century, nations began to be portrayed as female figures called allegory. The French nation was referred to as '*Marianne*' and Germany as '*Germania*'.

Knowledge BOOSTER

An allegory is an abstract idea expressed through a person or thing.

  - In France, ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) were promoted emphasising the notion of a united community, enjoying equal rights under a Constitution.
  - New hymns were composed, oaths taken and martyrs commemorated in the name of the nation.
  - A centralised administrative system was put in place that formulated uniform laws for all citizens within its territory.
- The growth of nationalist feelings among people led to the outbreak of the following revolutions:

- The French Revolution in 1789 led to the transfer of sovereignty from the monarchy to a body of French citizens. The French Revolution impacted the whole of Europe, and French armies were welcomed in Holland, Belgium, Switzerland and Italy. But initial enthusiasm turned into hostility as France started promoting its individual interests.
- In July 1830, in France, the Bourbon kings were overthrown by liberal revolutionaries who installed a constitutional monarchy with Louis Philippe as its head. But in 1848, due to economic hardships, people revolted against Louis Philippe and he was forced to flee. A National Assembly proclaimed France a republic and granted suffrage to all males above 21 and guaranteed the right to work.
- Belgium broke away from the United Kingdom of the Netherlands.
- A struggle for independence began among the Greeks in 1821. Greece was recognised as an independent nation in 1832 by the Treaty of Constantinople.
- In 1831, an armed rebellion against Russia was instigated by Poland.
- Prussia started the movement for national unification of Germany under the leadership of Otto von Bismarck. Germany was united in 1871 and William I became its emperor.
- A revolutionary movement was also started for unification of Italy.
- No British nation existed before the 18th century. A long drawn out process comprising of wars and treaties resulted in the formation of British nation in 1801.
- By the last quarter of the 19th century, nationalism no longer retained its idealistic liberal democratic sentiment but became a narrow creed with limited ends. The European powers manipulated the nationalist aspirations of people to further their own imperialistic aim. This was visible in the following instances:
  - Balkans region covered Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. A large part of this region was controlled by Ottoman Empire. During the 19th century, one by one these countries declared their independence and also hoped to gain more territory at the expense of others. This led to a series of war in the region and finally to the First World War.
  - Many countries of the world, which were colonised by European powers, began to oppose imperial domination and thus anti-imperial movements developed.

Important Dateline

Date/Year		Important Events
1707	—	Act of Union Between England and Scotland
1774	—	Louis XVI crowned as the King of France
1789	—	The French Revolution occurred
1796	—	Napoleon invaded Italy
1804	—	Napoleon became King of France; Napoleonic Code or Civil Code was introduced in France
1821	—	Greek Struggle for independence began
1831	—	Giuseppe Mazzini established Young Italy
1832	—	Greece gained independence from the Ottoman Empire
1848	—	Revolution in Europe
1861	—	The unification of Italy; The Kingdom of Italy was announced; Victor Emmanuel-II of Piedmont-Sardinia became King of Italy
1866-1871	—	The unification of Germany
1867	—	Prussia created the North German Confederation
1914	—	Beginning of the First World War

Practice Exercise

Multiple Choice Questions ↘

Q 1. Which of the following revolutions is called as the first expression of 'Nationalism'? *(CBSE 2020)*
   a. French Revolution
   b. Russian Revolution
   c. Glorious Revolution
   d. The Revolution of the liberals

Knowledge BOOSTER

The French Revolution encouraged the idea that people owned the country and were an important part of the state. So, it helped to state the idea of nationalism.

Q 2. Identify the correct statement with regard to 'The Act of Union -1707' from the following options:
(CBSE SQP 2021 Term-1)
   a. The British monarchy surrendered the power to English Parliament.
   b. The British Parliament seized power from Ireland.
   c. The formation of the 'United Kingdom of Great Britain'.
   d. The British nation was formed as a result of a war with Scotland and Wales.

Q 3. Which of the following was the result of the Act of Union, 1707? *(CBSE SQP 2021 Term-1)*
   a. Unification of Germany
   b. Unification of the kingdom of Great Britain
   c. Unification of Italy
   d. Unification of Vietnam

Q 4. Identify the correct statement with regard to 'The Civil Code of 1804' from the following options:
   a. A new Constitution with citizens enjoying equal rights was adopted
   b. A centralised administrative system was formulated
   c. All the privileges based on birth were abolished.
   d. It emphasised the concept of government by consent

Q 5. Which regions was the Civil Code exported to?
   a. Switzerland and Italy
   b. Italy and Germany
   c. Switzerland and Germany
   d. Dutch Republic, Switzerland, Italy and Germany

Q 6. In 1848, a French artist named Frederic Sorrieu, visualised his dream of a world made up of 'democratic and social republics'. In the utopian views of Sorrieu, people of the world are differentiated through their flags and national costume. The difference which followed America and Switzerland in the procession were Germany, France, Austria, the Kingdom of Two Sicilies, Lombardy, Poland, England, Ireland, Hungary and Russia.
What type of society is a utopian society?
   (i) A society under benevolent monarchy.
   (ii) A society that is unlikely to ever exist.
   (iii) A society under the control of a chosen few wise men.
   (iv) A society under Parliamentary Democracy.
   a. (i) and (ii)   b. (ii) and (iii)
   c. Only (ii)   d. Only (iii)

Q 7. Which type of governments were mainly driven in Europe after the defeat of Napoleon in 1815?
(CBSE 2021 Term-1)
   a. Conservatives   b. Liberal
   c. Federal   d. Feudal

Q 8. Which one of the following group of countries collectively defeated Napoleon in 1815?
(CBSE 2021 Term-1)
   a. Britain, Russia, Austria and Prussia
   b. Britain, Russian, Prussia and Australia
   c. Britain, Russia, Netherlands and Germany
   d. Britain, Luxembourg, Germany and Italy

Q 9. Who among the following was the founder of 'Young Europe' underground secret society in Berne? *(CBSE SQP 2021 Term-1)*
a. Giuseppe Garibaldi
b. Giuseppe Mazzini
c. Count Cavour
d. Otto Von Bismark

Q 10. Who among the following had sought to put together a coherent programme for a unitary Italian Republic during 1830s? *(CBSE 2021 Term-1)*
a. Victor Emmanuel I
b. Victor Emmanuel II
c. Giuseppe Mazzini
d. Count Cavour

Q 11. "When France sneezes, the rest of Europe catches cold". Who among the following said this popular line? *(CBSE 2020)*

OR

Who among the following remarked "When France sneezes, the rest of Europe catches cold"?
(CBSE 2021 Term-1)
a. Giuseppe Mazzini
b. Metternich
c. Otto von Bismarck
d. Giuseppe Garibaldi

Q 12. Which one of the following was not the result of the Treaty of Vienna 1815? *(CBSE 2020)*
a. The Kingdom of the Netherlands was set up in the North
b. Austria was given control of Northern Italy
c. Prussia was given important new territories on its Western frontiers.
d. Russia was given German confederation of 39 states.

Q 13. Which of the following treaty recognised Greece as an independent nation? *(CBSE SQP 2021 Term-1)*
a. Treaty of Sevres
b. Treaty of Versailles
c. Treaty of Lausanne
d. Treaty of Constantinople

Q 14. What was the significance of the treaty of Constantinople in Greek history?
a. It recognised Greece as an independent nation
b. It gave the people of Greece immense power
c. It suppressed the people of Greece
d. It created several hurdles for the people of Greece

Q 15. Choose the correct sequence:
(i) The Vienna Peace settlement is signed.
(ii) Napoleon invades Italy.
(iii) Unification of Italy.
(iv) Greek struggle for independence begins.
a. (i). (ii). (iv). (iii)
b. (ii). (i). (iii). (iv)
c. (ii). (i). (iv). (iii)
d. (i). (ii). (iii). (iv)

Knowledge BOOSTER
Students often give incorrect sequence of events so it is advised to learn the events and dates thoroughly.

Q 16. Industrialisation began in which one of the following European countries in the second half of the eighteenth century? *(CBSE 2021 Term-1)*
a. Germany
b. France
c. Italy
d. England

Q 17. In which one of the following countries did the first liberalist-nationalist upheaval take place in July 1830? *(CBSE 2021 Term-1)*
a. France
b. Germany
c. England
d. Italy

Q 18. Identify the ideology under which people demanded freedom of markets in early-nineteenth-century Europe. *(CBSE SQP 2021 Term-1)*
a. Romanticism
b. Liberalism
c. Socialism
d. Rationalism

Q 19. Who among the following was the architect for the unification of Germany? *(CBSE 2021 Term-1)*
a. Otto von Bismarck
b. William I
c. Frederick III
d. William II

Q 20. Who among the following was proclaimed King of united Italy in 1861? *(CBSE 2021 Term-1)*
a. Charles
b. Victor Emmanuel II
c. Giuseppe Garibaldi
d. Nero

Q 21. Read the facts regarding the Revolution of the Liberals in Europe during 1848 and choose the correct option: *(CBSE 2021 Term-1)*
(i) Abdication of the monarch
(ii) Universal male suffrage had been proclaimed
(iii) Political rights to women were given
(iv) Freedom of the press had been asked for
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). (ii) and (iv) are correct.

Q 22. Which one of the following Italian states was ruled by an Italian princely house? *(CBSE 2021 Term-1)*
a. Papal State
b. Lombardy
c. Venetia
d. Sardinia-Piedmont

Q 23. Consider the following statements:
(i) French revolutionaries adopted ideas of *la patrie* and *le citoyen*
(ii) Revolutionaries replaced the standard royal flag by the new French tricolour flag
(iii) Revolutionaries composed new hymns to commemorate martyrs
(iv) Revolutionaries formulated unequal laws for different classes of the society
Which of the given statements are correct?
a. (i). (ii) and (iii)
b. (ii) and (iii)
c. (i) and (iv)
d. (ii). (iii) and (iv)

Q 24. Which of the following countries were involved in the Three Wars with Prussia and ended with victory and unification of Germany? *(CBSE SQP 2021 Term-1)*
a. Austria, Poland and France
b. Austria, Denmark and France
c. Austria, Turkey and France
d. Austria, England and France

Q 25. Identify the correct statement with regard to the 'Zollverein' from the following options:
(CBSE SQP 2021 Term-1)
a. It was a coalition of Prussian states formed to manage political alliances.
b. Its aim was to bind the Prussia politically into an association.
c. It was a Custom Union at the initiative of Prussia.
d. It helped to awaken and raise national sentiment in Europe.

Q 26. Identify the characteristics of Cavour among the following and choose the correct option:
(CBSE 2021 Term-1)
(i) He was an Italian statesman.
(ii) He spoke French much better 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), (ii) and (iv) are correct.

Q 27. Which among the following best signifies the idea of liberal nationalism of nineteenth century Europe? *(CBSE 2020)*
a. Emphasis on social justice
b. State planned socio-economic system
c. Freedom for individual and equality before law
d. Supremacy of State oriented nationalism

Q 28. What major issue was criticised against by the liberal nationalists?
a. Censorship laws to control the press
b. Preservation of the Church
c. A modern army
d. Efficient bureaucracy

Q 29. 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 2021 Term-1)*

a. Marianna   b. Philip Viet
c. Germania   d. La Italia

Q 30. Following picture is one of the best military leader and his wars and missions are learned at military schools around the world. Identify his name from among the following options:

a. Napoleon
b. Duke Metternich
c. Giuseppe Mazzini
d. Count. Camillo de Cavour

Q 31. Why did the weavers in Silesia revolt against contractors in 1845? Identify the appropriate reason from the following options. *(CBSE SQP 2021 Term-1)*
a. Contractors did not pay their dues
b. Contractors appointed few on high posts
c. Contractors used government policies
d. Contractors gave them loans on high interests

Q 32. Identify the major aspect that helped in the formation of a nation-state in Britain. *(CBSE SQP 2021 Term-1)*
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.

Q 33. Match Column I with Column II and select the correct answer using the codes given below the columns.

	Column I		Column II
A.	Giuseppe Mazzini	1.	Chief Minister of Sardinia- Piedmont state
B.	Count Camillo de Cavour	2.	A French artist
C.	Frèdèric Sorrieu	3.	Hosted the treaty of Vienna
D.	Duke Metternich	4.	An Italian revolutionary

	A	B	C	D		A	B	C	D
a.	4	2	1	3	b.	3	2	1	4
c.	4	1	2	3	d.	4	3	1	2

Q 34. Which of the following option(s) is/are correct about Balkan nationalism? *(CBSE SQP 2021 Term-1)*
(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)

Q 35. When many countries of Europe came together to form the European Union, _____ was chosen as its headquarters. *(CBSE SQP 2023-24)*
  a. Brussels
  b. Paris
  c. London
  d. Zurich

Q 36. What percentage of the population of Belgium lives in the Flemish region? *(CBSE 2023)*
  a. 40%
  b. 80%
  c. 59%
  d. 70%

Q 37. Which one of the following is not true about the female allegory of France? *(CBSE 2023)*
  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.

Q 38. Match Column I with Column II and select the correct answer using the codes given below the columns.

Column I	Column II
A. Liberalism	1. An abstract idea expressed through a person or thing
B. Allegory	2. Unification of the kingdom of Great Britain
C. French Revolution	3. Political and economic
D. Union Act, 1707	4. First expression of Nationalism

	A	B	C	D		A	B	C	D
a.	1	2	3	4	b.	2	4	3	1
c.	3	1	4	2	d.	4	3	2	1

Q 39. Identify the painting from the options given below:
(CBSE SQP 2023-24)
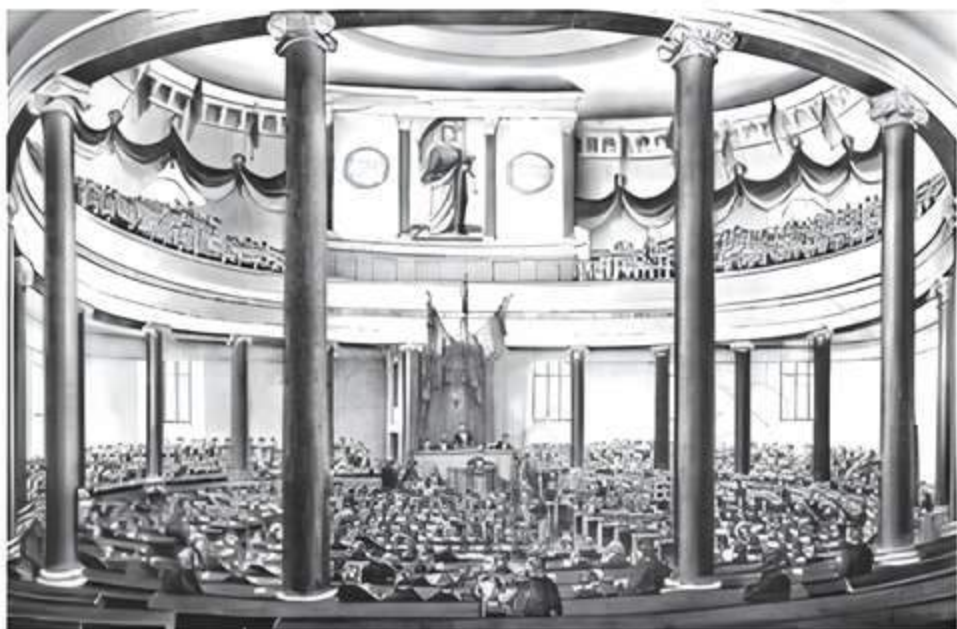
  a. Frankfurt Parliament
  b. Reichstag
  c. Duma
  d. The House of Parliament

Q 40. Consider the statements given below and choose the correct option:
Statement (I): Conservatives believed that established traditional institutions of state and society should be preserved.
Statement (II): Zollverein was formed to preserve conservatism.
  a. Statement (I) is correct and (II) is incorrect.
  b. Statement (I) is incorrect and (II) is correct.
  c. Both statements are incorrect.
  d. Both statements are correct.

Q 41. Consider the statements given below and choose the correct option:
Statement (I): In the areas conquered by Napoleon the reactions of the local population were mixed.
Statement (II): Increased taxation, censorship etc. out-weigh the advantages of administrative changes.
  a. Statement (I) is correct and (II) is incorrect.
  b. Statement (I) is incorrect and (II) is correct.
  c. Both statements are incorrect.
  d. Both statements are correct.

Q 42. Read the statements given below and choose the correct option:
Statement (I): Italy was divided into seven states, of which only one was ruled by Italian princely house.
Statement (II): The north was under the domination of the Bourbon kings of Spain.
  a. Statement (I) is correct and (II) is incorrect.
  b. Statement (I) is incorrect and (II) is correct.
  c. Both statements are incorrect.
  d. Both statements are correct.

Q 43. Read the statements given below and choose the correct option:
Statement (I): Giuseppe Mazzini worked with the conservatives for the monarchy.
Statement (II): Italy had to continue to be patchwork of small states and kingdoms.
  a. Statement (I) is correct and (II) is incorrect.
  b. Statement (I) is incorrect and (II) is correct.
  c. Both statements are incorrect.
  d. Both statements are correct.

Assertion & Reason Type Questions

Directions (Q.Nos. 44-52): *In the questions given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option:*
  a. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
  b. Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
  c. Assertion (A) is true, but Reason (R) is false.
  d. Assertion (A) is false, but Reason (R) is true.

Q 44. Assertion (A): Johann Gottfried Herder claimed that true German culture was to be discovered among the common people.

Reason (R): It was through folk songs, folk poetry and folk dances that the true spirit of nation volksgeist was to be popularised.

Q 45. Assertion (A): Developments in France influenced Greek war of Independence which began in the year 1821 against the Ottoman Empire.

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

Q 46. Assertion (A) : By the settlement of Vienna, Belgium was annexed to Holland to set up a powerful state in North-East border of France.

Reason (R): In the revolution of 1848, men and women of middle-classes continued their demands for constitutionalism.

Q 47. Assertion (A): Italy was divided into seven states, of which only one was ruled by an Italian princely house.

Reason (R): The North was under the domination of the Bourbon Kings of Spain.

> **TiP**
>
> *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 and the Southern regions were under the domination of the Bourbon Kings of Spain.*

Q 48. Assertion (A): From the very beginning, the French revolutionaries introduced various measures and practices like the idea of *la patrie* and *le citoyen*.

Reason (R): This was done to create a sense of collective identity amongst the French people.

> **TiP**
>
> *The French Revolution proclaimed that it was the people who would henceforth Constitute the nation and shape its destiny. From the very beginning, the French Revolutionaries introduced various measures and practices that would create a sense of collective identity amongst the French people. The centralised administrative system was one of the measures taken for making uniform laws for all citizens within its territory.*

Q 49. Assertion (A): The aim of Zollverein is to bind the Germans economically into a nation.

Reason (R): It ought to awaken and raise national sentiment through a fusion of individual and provincial interests.

Q 50. Assertion (A): The anti-imperial movements that developed everywhere during the First World War were nationalist.

Reason (R): All the movements struggled to form independent nation-states.

Q 51. Assertion (A): After Russian occupation in Poland, the Russian language was imposed on its people.

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

(CBSE 2021 Term-1)

Q 52. Assertion (A): Weavers in Silesia had led a revolt against contractors in 1845.

Reason (R): Contractors had drastically reduced their payments.

(CBSE 2021 Term-1)

Answers

1. (a)	**2.** (c)	**3.** (b)	**4.** (a)	**5.** (d)
6. (c)	**7.** (a)	**8.** (a)	**9.** (b)	**10.** (c)
11. (b)	**12.** (d)	**13.** (d)	**14.** (a)	**15.** (c)
16. (d)	**17.** (a)	**18.** (b)	**19.** (a)	**20.** (b)
21. (d)	**22.** (d)	**23.** (a)	**24.** (b)	**25.** (c)
26. (b)	**27.** (d)	**28.** (a)	**29.** (c)	**30.** (a)
31. (a)	**32.** (b)	**33.** (c)	**34.** (a)	**35.** (a)
36. (c)	**37.** (b)	**38.** (c)	**39.** (a)	**40.** (a)
41. (c)	**42.** (a)	**43.** (c)	**44.** (a)	**45.** (c)
46. (a)	**47.** (c)	**48.** (a)	**49.** (b)	**50.** (a)
51. (a)	**52.** (a)			

💡 Source Based Questions ↘

Source 1

Read the source given below and answer the questions that follow by choosing the most appropriate option:

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. *(CBSE SQP 2021 Term-1)*

Q 1. Which of the following statements correctly describes about European conservative ideology?
a. Preservation of believes introduced by Napoleon
b. Preservation of two sects of Christianity
c. Preservation of socialist ideology in economic sphere
d. Preservation of traditionalist beliefs in state and society

Q 2. Identify the purpose to convene the Vienna of Congress in 1815 from the following options?
a. To declare competition of German unification
b. To restore conservative regime in Europe
c. To declare war against France
d. To start the process of Italian Unification

Q 3. What did conservatives focus on at the Congress of Vienna? Select the appropriate option.
a. To re-establish peace and stability in Europe
b. To establish socialism in Europe
c. To introduce democracy in France
d. To set up a new Parliament in Austria

Q 4. How did the Congress of Vienna ensure peace in Europe? Select the appropriate option:
a. With the restoration of Bourbon Dynasty
b. Austria was not given the control of Northern Italy
c. Laying out a balance of power between all the great powers in Europe.
d. By giving power to the German confederation

Answers

1. (d) 2. (b) 3. (a) 4. (c)

Source 2

Read the source given below and answer the questions that follow by choosing the most appropriate option:

What we know today as Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories. Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse peoples. They did not see themselves as sharing a collective identity or a common culture. Often, they even spoke different languages and belonged to different ethnic groups.

The Habsburg Empire that ruled over Austria-Hungary, for example, was a patchwork of many different regions and peoples. It included the Alpine regions—the Tyrol, Austria and the Sudetenland—as well as Bohemia, where the aristocracy was predominantly German-speaking. It also included the Italian-speaking provinces of Lombardy and Venetia. In Hungary, half of the population spoke Magyar while the other half spoke a variety of dialects. In Galicia, the aristocracy spoke Polish. Besides these three dominant groups, there also lived within the boundaries of the empire, a mass of subject peasant peoples— Bohemians and Slovaks to the North, Slovenes in Carniola, Croats to the South, and Roumans to the East in Transylvania. Such differences did not easily promote a sense of political unity. The only tie binding these diverse groups together was a common allegiance to the emperor.

Q 1. Which of the following statements correctly describes the divisions of Europe into kingdoms, duchies and cantons?
a. They were under autocratic monarchies with diverse people
b. They belonged to different ethnic groups who did not share a common culture
c. Both a. and b.
d. They were ambitious and conscious about their identity

Q 2. Identify the regions ruled by the Habsburg Empire:
a. Alpine regions *i.e.,* Tyrol, Austria and Sudetenland
b. Bohemia, Lombardy and Venetia
c. Both a. and b.
d. None of the above

Q 3. People under the Habsburg Empire did not see themselves as sharing a collective unity as they spoke in different languages like ....
a. German, Italian   b. Magyar, Polish
c. Both a. and b.   d. French, English

Q 4. What was the only reason which binded the ethnically different people in Europe?
a. Common culture
b. Common lifestyle
c. Common allegiance to the emperor
d. Common religion, *i.e.,* the Christianity

Q 5. Which of the following language was spoken by the aristocracy in Galicia?
a. Magyar   b. Polish   c. Dutch   d. French

Q 6. Identify the incorrect statement regarding the regions of Habsburg Empire and its people:
a. The aristocracy was German-speaking in Alpine regions.
b. Italian language was spoken in the provinces of Lombardy and Venetia.
c. Half of the population used to speak polish in Hungary.
d. Bohemians and Slovaks lived to the North of the boundaries of empire.

Source 3

Read the source given below and answer the questions that follow by choosing the most appropriate option:

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. *(CBSE 2021 Term-1)*

Q 1. **Why did the Grimm brothers give the tales a readable form without changing their folkloric character? Choose the correct option from the following:**
a. The collection enjoyed wide distribution in Germany.
b. It became a model for the collecting of fantasy tales.
c. It formed the basis for the science of the language.
d. People easily accepted their written adventurous tales.

Q 2. **The impact of literary contributions of Grimm brothers was widespread. Identify the best suitable option depicting the same from the following:**
a. Development of cities and towns
b. Setting up of new political parties
c. Promotion of ethnic belonging
d. Emergence of socialist ideology

Q 3. **Fill in the blank from the given options:**
The work of the Grimm brothers influenced and inspired people to collect tales. They believed in a spirit of .... and considered it essential for the reflection of national identity.
a. Culturalism   b. Conservatism
c. Extremism   d. Liberalism

Q 4. **Why the foreign domination was considered a threat to nation building? Select the best suitable option from the following in reference to the context.**
a. Exploitation of natural resources
b. Erosion of native values and ethos
c. Violence and mass killing of people
d. Spread of new diseases in the country

Q 5. **How were the Germans able to connect with their own culture? With reference to the above context, infer the appropriate option.**
a. Through the feeling of formal way of communication
b. Through the feeling of oneness as European Community
c. Through the feeling of collective belonging among nationals
d. Through the feeling of coherence in reference to mannerism

Q 6. **Two statements are given in the question below as Assertion (A) and Reason (R). Read the statements and choose the appropriate option.**
Assertion (A): Regimes of 1815 did not tolerate criticism and dissent.
Reason (R): Conservative regimes were autocratic.
a. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
b. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).
c. Assertion (A) is true, but Reason (R) is false.
d. Assertion (A) is false, but Reason (R) is true.

Answers

1. (a)   2. (c)   3. (a)   4. (b)   5. (c)   6. (a)

Source 4

Read the source given below and answer the questions that follow:

Will Thorne is one of those who went in search of seasonal work, loading bricks and doing odd jobs. He describes how job-seekers walked to London in search of work:

'I had always wanted to go to London and my desire .... was stimulated by letters from an old workmate .... who was now working at the Old Kent Road Gas Works .... I finally decided to go .... in November, 1881. With two friends I started out to walk the journey, filled with the hope that we would be able to obtain employment, when we get there, with the kind assistance of my friend .... we had little money when we started, not

enough to pay for our food and lodgings each night until we arrived in London. Some days we walked as much as twenty miles and other days less. Our money was gone at the end of the third day.

For two nights we slept out—once under a haystack and once in an old farm shed .... On arrival in London we tried to find .... my friend .... but .... were unsuccessful. Our money was gone, so there was nothing for us to do but to walk around until late at night and then try to find some place to sleep. We found an old building and slept in it that night. The next day, Sunday, late in the afternoon, we got to the Old Kent Gas Works and applied for work. To my great surprise, the man we had been looking for was working at the time. He spoke to the foreman and I was given a job.'

Quoted in Raphael Samuel, 'Comers and Goers', in H.J. Dyos and Michael Wolff, eds, The Victorian City: Images and Realities, 1973. (CBSE 2022 Term-2)

Q 1. Analyse the major factor which led London become an attractive place for the job seekers.

Ans. Due to industrial revolution, London has high demand of labour and variety of job opportunities.

Q 2. Analyse the reason for the appointment of Will Thorne by the Old Kent Gas Works.

Ans. Low-paying workers were needed for the seasonal industry of gas work.

Q 3. Examine the preference of hand labour over machines by the industrialists of the Victorian Britain.

Ans. (i) Machines required significant capital expenditures.
(ii) Only seasonal labour was needed in seasonal industries.

Source 5

Read the source given below and answer the questions that follow:

Nationalism aligned with imperialism led Europe to disaster in 1914. But meanwhile, many countries in the world which had been colonised by the European powers in the nineteenth century began to oppose imperial domination. The anti-imperial movements that developed everywhere were nationalist in the sense that they all struggled to form independent nation-states and were inspired by a sense of collective national unity forged in confrontation with imperialism. European ideas of nationalism were nowhere replicated, for people everywhere developed their own specific variety of nationalism. But the idea that societies should be organised into nation states came to be accepted as natural and universal.

Q 1. What is a nation state?

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

Q 2. How did nationalism and the idea of nation state emerge?

Ans. Nationalism and the idea of the nation state emerged within the culturally and regionally diverse groups of Europe. Due to industrialisation and transformation of society, there emerged a middle class out of which the educated ones thought of uniting the culturally compatible sections of people in Europe by abolishing the privileges enjoyed by the aristocracy. This led to nationalism and emergence of idea of the nation-state.

Q 3. How did nationalism aligned with imperialism become the cause of the first world war?

Ans. Nationalism aligned with imperialism became the cause of the first world war due to the following reasons:

(i) Towards the last quarter of the 19th century, nationalism could not retain its idealistic liberal-democratic sentiment of the first half of the century, but became a narrow belief with inadequate ends.

(ii) Nationalist groups became increasingly intolerant which leads to war.

Source 6

Read the given source and answer the questions that follow:

Belgium is a small country in Europe, smaller in area than the state of Haryana. It has borders with France, the Netherlands, Germany and Luxembourg. It has a population of a little over one crore, about half the population of Haryana. The ethnic composition of this small country is very complex. Of the country's total population, 59 per cent lives in the Flemish region and speaks Dutch language. Another 40 per cent people live in the Wallonia region and speak French. Remaining one per cent of the Belgians speak German. In the capital city Brussels, 80 per cent of the people speak French while 20 per cent are Dutch-speaking. *(CBSE 2023)*

Q 1. Explain the ethnic composition of Belgium.

Ans. Ethnic composition of Belgium includes 59% of the Flemish region speaking Dutch, 40% people living in the Wallonia region and speak French, and 1% of the population speaking German.

Q 2. Explain the term 'ethnic'.

Ans. The term 'Ethnic' implies a social division based on shared culture. People belonging to the same ethnic group believe in their common descent.

Q 3. How did the Belgian Government solve their ethnic problem? Explain.

Ans. In Belgian, leaders recognised the existence of regional differences and cultural diversities. The Belgian government accommodated its diverse ethnic population in the following manner:

(i) Constitution says that the number of Dutch and French speaking ministers shall be equal in the central government. Thus, no single community can make decisions unilaterally.

(ii) Many powers of the Central Government have been given to the state governments, of the two regions of the country. The state governments are not subordinate to the Central Government.

(iii) Brussels has a separate government in which both the communities have equal representation.

💡 Very Short Answer Type Questions ↘

Q 1. Why was young Europe formed?

Ans. Young Europe was an underground secret society of revolutionaries formed to struggle for freedom.

Q 2. Name the Civil Code of 1804 which established equality before law and secured the right to property in France. *(CBSE 2020)*

Ans. The Civil Code of 1804 is called as the Napoleonic code.

Q 3. Why did Frederic Sorrieu present utopian vision in his prints in 1848? Explain one reason. *(CBSE 2019)*

Ans. Frederic Sorrieu presented utopian vision in his prints in 1848 to visualise his dream of a world made up of democratic and social republics.

Q 4. Explain the aim to form 'Zollverein', a Customs Union, in 1834 in Germany. *(CBSE 2019)*

Ans. Zollverein, a Customs Union, was formed in 1834 in Germany to bind the Germans economically into a nation. The Union abolished tariff barriers and reduced the number of currencies from over thirty to two.

Q 5. Interpret the concept of 'liberalisation' in the field of economic sphere during the nineteenth century in Europe. *(CBSE 2019)*

Ans. The concept of liberalisation in the field of economic sphere during the nineteenth century in Europe stood for the freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.

💡 **TiP**

Identify the ideology in the context of economic sphere and not in political context.

Q 6. What is meant by conservatism?

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

Q 7. Why did most of 'conservative regimes' imposed censorship laws to control printed material associated with the French Revolution in 1815? *(CBSE 2019)*

Ans. Most of the 'conservative regimes' imposed censorship laws to control printed material because these states were autocratic and wanted to preserve the traditional institutions of state and society like the monarchy, the church, social hierarchies etc.

Q 8. What happened in Silesia in 1845?

Ans. In Silesia, in 1845, weavers led a revolt against contractors who supplied them raw material and gave them orders for finished goods because they drastically reduced their payments.

Q 9. Who was William I?

Ans. William I was proclaimed as German Emperor in January, 1871.

Q 10. Who was called 'Bismarck of Italy'?

Ans. Garibaldi was called as ' Bismarck of Italy'.

Q 11. Why was Otto von Bismarck considered as the architect of the unified Germany?

Ans. Otto von Bismarck was considered as the architect of the unified Germany as he carried out unification with the help of Prussian army and bureaucracy.

Q 12. Why did slavic nationalist struggle in the 19th century? Give one reason.

Ans. Slavic nationalist struggle in the 19th century to define their identity and independence.

Q 13. Name the painting prepared by Frederic Sorrieu in 1848.

Ans. In 1848, Frederic Sorrieu prepared the painting "The Dream of Worldwide Democratic and Social Republics—The Pact between Nations."

Q 14. 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 also the people of Europe from despotism and establish nation-state under common people's rule.

Q 15. Who was Johann Gottfried Herder?

Ans. Johann Gottfried Herder was a German philosopher who claimed that true German culture was to be discovered among the common people known as *das volk*.

Q 16. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830-1848? *(CBSE 2016)*

Ans. The event that mobilised nationalist feelings among the educated elite across Europe in 1830 to 1848 was the Greek War of Independence.

Q 17. What were the important impacts of peasant's uprising of 1848 on France?

Ans. The important impacts of peasant's uprising of 1848 on France were:

(i) A National Assembly proclaimed as a republic.

(ii) It granted suffrage to all adult male about 21.

Q 18. What was the reason for the rejection of Frankfurt Parliament by the Wilhelm IV, king of Prussia?

Ans. The reason for the rejection of Frankfurt Parliament by the Wilhelm IV, king of Prussia was that the members drafted a Constitution for a German nation which was to be headed by a monarchy subject to a Parliament.

Q 19. Name the Balkan nations inhabited mostly by Slavs.

Ans. The Balkan nations comprise of Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro are inhabited mostly by Slavs.

Q 20. State the names and countries of the two hostile groups that turned each other in the First World War. *(CBSE 2023)*

Ans. The First World War pitted the Central Powers (mainly Germany, Austria–Hungary and Turkey) against the Allies (mainly France, Great Britain, Russia, Italy, Japan and from 1917, the United States).

Q 21. Explain any two methods that were used by the Europeans for the recruitment of the indentured labours. *(CBSE 2023)*

Ans. Recruitment for indentured labour was done by agents engaged by employers and paid a small commission. Many migrants agreed to take up work hoping to escape poverty or oppression in their home villages.

Q 22. Mazzini's opposition to monarchy and his vision of democratic republics scared the conservatives. Justify the above statement by giving two reasons.

Ans. Giuseppe Mazzini played an important role in the unification of Italy in the following ways:

(i) Mazzini believed that God had created nations to be the natural units of mankind. Thus, Italy cannot remain divided into various kingdoms.

(ii) He wanted economic development and political dominance as well as favoured war for unification of Italy.

Q 23. The decade of 1830s known as the decade of great economic hardship in Europe. Why? Explain your answer with any two reasons.

Ans. The decade of 1830s is known as the 'decade of great economic hardship' in Europe due to the below prevailing circumstances:

(i) There was an enormous increase in population all over Europe. As a result, unemployment became a common feature in most of the countries.

(ii) With the advent of industrialisation, the business of small producers suffered. They faced with stiff competition from rural areas where production was carried out mainly in homes or small workshops.

Short Answer Type Questions

Q 1. What led to the emergence of feelings of nationalism in Europe?

Ans. During the 19th century, the feelings of nationalism emerged and brought tremendous changes in Europe, politically and mentally. These changes became the reasons behind the changed political system and the multi-national dynastic empires of Europe were replaced with nation states. This idea of a modern state, where a clearly defined territory was controlled by a centralised power, had been developing in Europe over a long period of time. The concept of nation-state where both rulers and citizens joined hands, developed a sense of common identity and of shared history and descent.

Q 2. How had Napoleonic code exported to the regions under French control? Explain with examples. *(CBSE 2019)*

Ans. Napoleonic code was exported to the regions under French control. The examples in this context are:

(i) The code led to the introduction of many reforms which were already introduced in France and other parts of Europe.

(ii) The Napoleonic code was exported to the regions under French control in the Dutch republic, Switzerland, Italy and Germany.

(iii) This code simplified the administrative divisions.

(iv) It abolished the feudal system and freed the peasants from serfdom and manorial dues.

(v) Guild restrictions were removed.

(vi) Transport and communications were removed.

Knowledge BOOSTER

> Serfdom is a system under which peasants were forced to live and work under feudal lords.

Q 3. "Like Germany, Italy too had a long history of political fragmentation". Explain. *(CBSE SQP 2020)*

Ans. The given statement can be explained as follows:

(i) Italians were scattered over several dynastic states.

(ii) Sardinia-Piedmont was ruled by an Italian princely house.

(iii) Italy was unified in 1861 and Victor Emmanuel II was proclaimed King of United Italy.

(iv) Giuseppe Mazzini had sought to put together a programme for a unitary Italian Republic.

(v) The unification of Italy was a result of many wars. Through a tactful diplomatic alliance with France by Chief Minister Cavour.

(vi) Garibaldi joined the fray.

Q 4. Describe the great economic hardship that prevailed in Europe during the 1830s.

OR

Why was the decade of 1830s known as the 'decade of great economic hardship' in Europe? Explain any three reasons.

OR

Describe any three economic hardships faced by Europe in the 1830s. *(CBSE 2017)*

Ans. The decade of 1830s is known as the 'decade of great economic hardship' in Europe due to the below prevailing circumstances:
   (i) There was an enormous increase in population all over Europe. As a result, unemployment became a common feature in most of the countries.
   (ii) With the advent of industrialisation, the business of small producers suffered. They faced with stiff competition from rural areas where production was carried out mainly in homes or small workshops.
   (iii) Bad harvests lead to substantial increase in food prices, making it difficult for the people to fulfill their basic needs.

Q 5. **Why it is said that 'When France sneezes, the rest of Europe catches cold'?**

Ans. Most of the European countries followed France persistently. Events in France inspired similar events in other European countries. The July Revolution in France sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of Netherlands. So, Metternich remarked that, 'when France sneezes, the rest of Europe catches cold'.

Q 6. **Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the 19th century in Europe.**

Ans. The following conditions were viewed as obstacles to economic exchange and growth:
   (i) Europe was a confederation of 39 states, with each state having it's own currency and own system of weights and measures.
   (ii) Custom barriers were put up between states.
   (iii) High rate of tariff existed in case of inter-state trade.

Q 7. **"Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism". Examine the statement.** *(CBSE 2023)*

Ans. Ideas of national unity in early-nineteenth-century Europe were closely allied to the ideology of liberalism. It meant the following for the middle class in France:
   (i) Freedom for the individual and equality of all before law.
   (ii) Emphasis on the concept of government by consent.
   (iii) The end of autocracy and clerical privileges.
   (iv) Constitution and representative government through Parliament.
   (v) Emphasised the inviolability of private property.

Q 8. **Describe the role of Romanticism in developing nationalist feelings among Europeans during nineteenth century.** *(CBSE 2019)*

Ans. Romanticism refers to a cultural movement which sought to develop a particular form of nationalist sentiments. It has the following role in developing nationalist feelings among Europeans:
   (i) Romantic artists and poets generally criticised the glorification of reason and science and focused on emotions, intuition and mystical feelings.
   (ii) Their effort was to create a sense of shared collective heritage and a common cultural past, as the basis of a nation.
   (iii) The romantics believed that through folk songs, folk poetry and folk dances, the true spirit of the nation was popularised.

Q 9. **What values are found in a nation according to Renan?**

Ans. Values that are found in a nation according to Renan are as follows:
   (i) A nation is formed when there is a long past of endeavours, sacrifices and devotion.
   (ii) A national idea comes into existence when there is a heroic past, great glory and great men. It is the foundation upon which a nation is formed.
   (iii) People should have the will to work together for a common goal, i.e., to build a nation.
   (iv) A nation is a large scale solidarity, its existence is important and its inhabitants have the right to be consulted.
   (v) The existence of a nation is not only a good thing but also a necessity.
   (vi) A nation has never any real interest in annexing or holding on to a country against its will.

Q 10. **How did Britain come into existence as a nation state? Explain:** *(CBSE 2019)*

Ans. Britain came into existence as a nation state in the following ways:
   (i) Prior to the 18th century, there was no British nation. People who inhabited British Isles were identified by the ethnic groups to which they belonged, such as English, Welsh, Scottish or Irish and they had their own cultural and political traditions. Out of these, the English nation steadily grew in importance, wealth and power and was able to extend its influence over other nations of the island.
   (ii) The English Parliament had taken the power from the monarchy in 1688. It became an instrument in building the nation state of Britain, with England at its centre.
   (iii) The Act of Union in 1707 between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'. Ireland was also forcibly incorporated in the United Kingdom in 1801.

This resulted in a British Nation, with the symbols of new Britain, viz., the British Flag (Union Jack), the National Anthem (God Save Our Noble King) and the National Language (English).

TiP

Prefer to give statements in points, making a proper sequence. The formation of Britain was not due to sudden protest or upheaval but it was a long time systematic process that enabled Britain and the English domination over other cultures.

Q 11. How was the social and political situation of India affected by the First World War? Explain.

(CBSE SQP 2022-23)

Ans. The social and political situations of India affected by the First World War were:
  (i) The war created new economic and political tensions in the country.
  (ii) During the war years prices increased and doubled between 1913 and 1918 which led to extreme hardship for the common people.
  (iii) It led to a huge increase in defence expenditure which was financed by war loans and increased taxes in rural areas that caused widespread anger.

Q 12. Why did Europeans flee to America in the 19th century? Explain.

Ans. Europeans fled to America in 19th century because:
  (i) Until the 19th century, power and hunger were common in Europe.
  (ii) Cities were crowded and deadly diseases were underspread.
  (iii) Religious conflicts were common and religious dissenters were persecuted.

Long Answer Type Questions

Q 1. Describe any five steps taken by French Revolutionaries to create a sense of collective identity among the French people. *(CBSE 2015, 18)*

OR

Highlight any three measures and practices that French revolutionaries introduced to create a sense of collective identity among the French. *(CBSE 2020)*

OR

Explain the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

(CBSE SQP 2020-21)

OR

Highlight the various measures and practices that French revolutionaries introduced to create a sense of collective identity amongst the French people.

(CBSE SQP 2022-23)

OR

Describe any three measures that were introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

(CBSE 2023)

Ans. The following steps were taken by French Revolutionaries to create a sense of collective identity among the French people:
  (i) The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) were introduced which emphasised the notion of a united community.
  (ii) A new flag, the Tricolour replaced the former Royal Standard flag.
  (iii) The Estates General was elected by the body of active citizens and it was renamed as the National Assembly.
  (iv) New hymns were composed and martyrs commemorated all in the name of the nation.
  (v) A centralised system of administration was introduced, uniform laws were made for all citizens.

Q 2. Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient. Analyse the statement with arguments. *(CBSE 2016)*

OR

Explain any five social and administrative reforms introduced by Napoleon in regions under his control.

OR

Explain the revolutionary principles incorporated by Napoleon in the administration of France during his reign. *(CBSE 2017)*

OR

What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him? *(NCERT)*

Ans. Napoleon was a French statesman and military leader who rose to prominence during the French Revolution. His legal achievement, the Napoleonic Code or Civil Code of 1804 was proclaimed worldwide and was also introduced in the countries under French control. It contained the following important provisions which revolutionised administrative field and made the whole system rational and efficient:
  (i) The Napoleonic Code confirmed the right to private property.
  (ii) It established equality before law.
  (iii) It abolished all the privileges based on birth.
  (iv) Feudalism as an economic system, involving payment of feudal and manorial dues by peasants was ended.
  (v) The system of levying and collecting taxes was made more equitable. Nobles, middle classes and peasants became subjects of the state, all equally liable to pay taxes.
  (vi) Guild restrictions were abolished, internal tariff barriers were removed.
  (vii) Transport and communication systems were improved.
  (viii) Common currency and standardised weights and measures were introduced.

Q 3. 'Culture had played on important role in the development of nationalism in Europe during the 18th and 19th centuries'. Support this statement by giving five examples.

Ans. Culture played an important role in creating the idea of 'nation' in Europe. This can be explained with the help of the following examples:

  (i) Romanticism was a European cultural movement aimed at developing national unity by creating a sense of shared heritage and common history.

  (ii) The Romantic artists' laid emphasis on emotions, intuitions and mystical feelings and gave shape and expression to nationalist sentiments.

  (iii) Folk songs, dances and poetry contributed to popularising the spirit of nationalism and patriotism in Europe. Collecting and recording different forms of folk culture was important for building national consciousness.

  (iv) The Polish composer, Karol Kurpinski celebrated and popularised the Polish nationalist struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

  (v) Language also played a distinctive role in developing nationalist feelings in Europe. During Russian occupation, the use of Polish came to be seen as a symbol of struggle against Russian dominance. During this period, Polish language was forced out of schools and Russian language was imposed everywhere. The emphasis on the use of vernacular language helped to spread the message of national unity.

Q 4. How did ideas of national unity in early nineteenth century Europe allied to the ideology of liberalism? Explain. *(CBSE 2020)*

Ans. The ideas of national unity in early nineteenth century Europe were closely allied to the ideology of liberalism in the following ways:

  (i) For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law. Liberals stressed the inviolability of private property.

  (ii) Politically, liberalism emphasised the concept of government by consent. Since French Revolution, liberalism meant the end of the autocracy and clerical privileges and it tried to establish a representative government through Parliament and a constitution for all.

  (iii) France first experimented the liberal democracy, thus the right to vote and get elected were granted, but only for the property owning men.

Throughout the nineteenth centuries, women and non-proprieted men organised movements demanding political rights for all.

  (iv) Liberals supported the demand of middle class about freedom of markets and end of state imposed restrictions on movement of goods and capital.

  (v) In 1834, a customs union or Zollverein was formed by Prussia and most of the German states joined. They abolished tariff barriers and reduced the number of currencies from over thirty to two. This wave of economic nationalism initiated by the liberals strengthened the wider nationalist sentiments at that time.

Q 5. The period between 1830-1848 is referred to as the 'Age of Revolutions in Europe'. Discuss.

Ans. The period between 1830-1848 was a period of revolutions throughout Europe, such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.

Following points validate this fact:

  (i) The first upheaval took place in France in July 1830. The Bourbon kings were overthrown by liberal revolutionaries who installed a constitutional monarchy with Louis Philippe at its head.

  (ii) The July Revolution of France sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.

  (iii) The revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821. The Treaty of Constantinople of 1832 recognised Greece as an independent nation.

  (iv) In 1831, an armed rebellion against Russia was instigated by Poland, which was subsequently crushed.

  (v) In 1845, weavers in Silesia had led a revolt against contractors who supplied them raw material and gave them orders for finished textiles but drastically reduced their payments.

  (vi) In 1848, in France, food shortages and widespread unemployment forced the people to revolt against Louis Philippe and he was forced to flee. A National Assembly proclaimed France a republic, granted suffrage to all males above 21 and guaranteed the right to work.

TiP
Try to cite all the revolutions between the given period in sequential order so as to validate the fact.

Q 6. Describe the circumstances that led to the July Revolution of 1830. Who led such revolutions in Europe? *(CBSE 2017)*

Ans. The following circumstances led to the July Revolution of 1830:

(i) There was widespread unemployment.

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

(iii) Small producers faced stiff competition from imports of cheap machine-made goods from England.

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

All these conditions and the rising prices made the people's life miserable. They revolted and the Bourbon King was overthrown by liberal revolutionaries who installed a constitutional monarchy with Louis Philippe at its head.

Such revolutions in Europe were led by the liberal-nationalists belonging to the educated middle-class elite, among whom were professors, school-teachers, clerks and members of the commercial middle classes.

Q 7. During the years following the Congress of Vienna (1815), why did the liberal–nationalists go underground? Why the secret societies were formed? Describe their aims and activities with special reference to the activities of Mazzini.

Ans. After the Congress of Vienna (1815), the liberal–nationalists went underground due to fear of repression by the autocratic rulers.

The secret societies were formed in order to train revolutionaries and spread their ideas *i.e.*, to oppose monarchical forms that had been established after the Congress of Vienna and to fight for liberty and freedom.

With reference to the activities of Mazzini, the aims and activities of the secret societies were:

(i) Mazzini was the Italian revolutionary. He was a member of the secret society of the Carbonari. Later on, he founded two societies–Young Italy in Marseilles and Young Europe in Berne. Aim of Mazzini was to have a unified republic in Italy as the basis of liberty. He believed that the nations were the natural units of mankind.

(ii) Secret societies were formed in Germany, France, Switzerland and Poland.

(iii) The conservatives were frightened as a result of the secret societies. Metternich described Mazzini as the most dangerous enemy of his social order.

TiP
Read the question carefully and answer every part of the question in separate paragraphs.

Q 8. How did Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain. *(CBSE 2020)*

Ans. Greek war of independence mobilise nationalist feelings among the educated elite across Europe in the following ways:

(i) The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks.

(ii) Nationalists in Greece got the support from other Greeks living in exile.

(iii) Poets and artists lauded Greece as the cradle of European civilisation and mobilised public spirit in support of Greek struggle against a Muslim empire.

(iv) The English poet Lord Byron organised funds and went to fight in the war.

(v) The Treaty of Constantinople of 1832 recognised Greece as an independent state.

Q 9. Explain the main features of the process of German unification under the leadership of Otto von Bismarck.

OR

Describe the unification process by which Germany unified as a nation state. *(CBSE 2016)*

OR

Explain the role of Otto von Bismarck in the unification of Germany. *(CBSE 2020, 23)*

OR

Highlight the role of Otto Von Bismarck in making of Germany. *(CBSE SQP 2022-23)*

Ans. The main features of the process of German unification under the leadership of Otto von Bismarck are as follows:

(i) The Frankfurt Parliament, which was convened in the Church of St Paul on 18th May, 1848, was the first major step, towards the unification of German states.

(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 of Prussia. Afterwards, Prussia took on the leadership of the movement for national unification.

(iii) Bismarck was one of the greatest sons of Prussia who accomplished the supreme task of the unification of Germany with the help of the army bureaucracy. He was convinced that the unification of Germany could be achieved by the monarchy, not by the common people.

(iv) His main aim was to unify Germany which was accomplished by three wars with Austria, Denmark and France that were fought in a brief period of seven years.

(v) The wars ended in Prussian victory and helped in completing the process of unification. On 18th January, 1871 in the Royal Palace of Versailles, the King of Prussia, William I, was crowned as the German Emperor.

Q 10. Explain the role of Giuseppe Mazzini in the unification of Italy. *(CBSE 2020)*

Ans. Giuseppe Mazzini played an important role in the unification of Italy in the following ways:

(i) He was an Italian revolutionary born in Genoa in 1807.

(ii) He became member of various secret societies such as 'Young Italy' in Marseilles and 'Young Europe' in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.

(iii) Mazzini believed that God had created nations to be the natural units of mankind. Thus, Italy cannot remain divided into various kingdoms. It has to be a single unified republic.

(iv) Mazzini's opposition to monarchy and his vision of democratic republics scared the conservatives.

(v) Metternich described him as the 'most dangerous enemy of their social order' i.e., monarchical rule.

(vi) He wanted economic development and political dominance as well as favoured war for unification of Italy.

Q 11. Highlight the reasons for the growth of nationalist tensions in the Balkan region before the First World War. *(CBSE SQP 2020)*

OR

Describe the explosive conditions prevailed in Balkans after 1871 in Europe. *(CBSE 2018)*

Ans. The Balkan was a region of geographical and ethnic variation comprising various countries whose inhabitants were broadly known as the Slavs. A large part of Balkan was under the control of the Ottoman Empire.

Nationalist tension that ultimately led to the First World War emerged in this region due to the following factors:

(i) **Explosive Region:** The spread of the ideas of romantic nationalism in the Balkans, together with the disintegration of the Ottoman Empire made this region very explosive.

(ii) **Internal Conflicts:** As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict. The Balkan states were fiercely jealous of each other, and each hoped to gain more territory and the expense of the other.

(iii) **Source of Rivalry between Big Powers:** Matters were further complicated because the Balkans also became the scene of big power rivalry. During this period, there was an intense rivalry among European powers over trade and colonies as well as the naval and military power.

(iv) **Series of Wars:** Each power—Russia, Germany, England, Austria and Hungary were keen on countering the hold of other powers over the Balkans, and extending their own control over the area. This led to a series of wars in the region and finally, the First World War.

Knowledge B✺✺STER

Balkans region covered Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.

Q 12. How did the French Revolution play an important role in creating the idea of the 'Nation' in Europe? Explain. *(CBSE 2023)*

Ans. The French Revolution played a significant role in creating the idea of the nation in Europe. Before the revolution, Europe was primarily divided into monarchies and other feudal structures, which were based on the concept of divine rights of the rulers. The French Revolution challenged this idea and established the sovereignty of the people.

The French Revolution also played a crucial role in the spread of democratic ideas and the establishment of constitutional governments in Europe. The principles of the revolution, such as popular sovereignty, individual rights, and the rule of law, became the foundation of modern democratic systems.

Moreover, the French Revolution had a significant impact on the cultural and artistic expressions of Europe. The revolutionaries sought to create a new national culture that reflected the values and aspirations of the people. This led to a flowering of literature, art and music that celebrated the nation and its people.

Q 13. 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. Some of the important changes that were implemented by Napoleon are:

(i) Napoleon introduced the Civil Code of 1804, also known as the Napoleonic Code. This code removed all privileges based on birth.

(ii) To the regions under French Control, this Napoleonic Code was exported.

(iii) There are improvements in communication and transport systems.

(iv) New businessmen, artisans, peasants and workers enjoyed a new-found freedom.

(v) Guild restrictions were removed in towns.

Q 14. Analyse the decisions taken by the conservatives at the Congress of Vienna in the year 1815.

(CBSE SQP 2023-24)

Ans. The decisions taken by the conservatives at the Congress of Vienna in the year 1815 are:

(i) As the Napoleonic Wars came to close in the second decade of the 19th century, the Great Powers of Europe (Britain, Prussia, Russia and Austria) started planning for the post war world.

(ii) To bring about a balance of power in Europe and prevent further conflict, the developed what became known as the concert of Europe, beginning with the Congress of Vienna.

(iii) The Congress of Vienna dissolved the Napoleonic world and attempted to restore the monarchies Napoleon had overthrown.

(iv) The Congress was the first occasion in history where on a continental scale, national representatives came together to formulate treaties instead of relying mostly on messages between the several capitals.

(v) The Concert of Europe, despite later changes and diplomatic breakdowns a few decades later, formed the basic framework for European international politics until the outbreak of the First World War in 1914.

Chapter Test

Multiple Choice Questions

Q 1. Napoleonic code is usually known as:
- a. The Civil Code of 1805
- b. The Civil Code of 1806
- c. The Civil Code of 1804
- d. The Napoleonic Code of 1807

Q 2. Politically, what did liberalism stood for?
- a. The concept of government by consent
- b. A centralised power exercised sovereign control over a clearly defined territory
- c. A government formed by noble people
- d. Freedom of markets

Q 3. Who captured the power of Europe after Napoleon's defeat?
- a. Conservatives
- b. Communists
- c. Fascists
- d. None of these

Q 4. Following image (picture) is of an Italian politician, journalist and activist for the unification of Italy. Identify his name from among the following options:

- a. Giuseppe Mazzini
- b. David Lloyd George
- c. Woodrow Wilson
- d. David Ben-Gurion

Q 5. Match Column I with Column II and select the correct answer using the codes given below the columns.

Column I		Column II
A.	1707	1. Greek struggle for independence began
B.	1821	2. Act of Union between England and Scotland
C.	1789	3. Beginning of the First World War
D.	1914	4. The French Revolution occurred

	A	B	C	D		A	B	C	D
a.	1	2	3	4	b.	4	3	2	1
c.	2	1	4	3	d.	3	4	1	2

Assertion and Reason Type Questions

Directions (Q. Nos. 6-7): *In the questions given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option:*

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

Q 6. Assertion (A): The French Revolution was an influential event that marked the age of revolutions in Europe.

Reason (R): The French Revolution transferred the sovereignty from the people to the monarch.

Q 7. Assertion (A): A large part of the Balkans was under the control of the Ottoman empire.

Reason (R): The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman empire made this region very explosive.

Source Based Question

Q 8. *Read the source given below and answer the questions that follow by choosing the most appropriate option:*
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. During this period nationalist groups became increasingly intolerant of each other and ever ready to go to war. The major European powers, in turn, manipulated the nationalist aspirations of the subject peoples in Europe to further their own imperialist aims.

The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans. 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. 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.

All through the nineteenth century the Ottoman Empire had sought to strengthen itself through modernisation and internal reforms but with very little success. One by one, its European subject nationalities broke away from its control and declared independence. The Balkan peoples based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers. Hence, the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.

(i) Identify the reason, why the nationalist movement during the last quarter of the nineteenth century lost its liberal democratic sentiment?

a. In this period, nationalist groups became intolerant of each other and ever ready to go to war
b. The British government introduced strict rule against the revolutionaries
c. Both a. and b.
d. Leadership became weak

(ii) The most serious sources of nationalist tension in Europe after 1871 was the region of:
a. Greece, Macedonia   b. Balkans
c. Ottoman Empire   d. None of these

(iii) Which of the following statements correctly describe the attempt to win back long-lost independence by the Balkan states?
a. One by one Balkan states broke away and declared independence
b. Balkan states people demanded their political rights and tried to prove that they were free and independent before
c. Both a. and b.
d. Balkan states admitted the leadership of France

(iv) Who were the Balkans?

(v) Who controlled the Balkans before WW1?

(vi) Which country lost the Balkan war?

Very Short Answer Type Questions

Q 9. What is the main contribution of French Revolution to the world?

Q 10. What was the strong demand of the emerging middle classes in Europe during the nineteenth century.

Short Answer Type Questions

Q 11. Describe any three conditions that led to the formation of the British nation state.

Q 12. 'The decade of 1830 had brought great economic hardship in Europe.' Support the statement with arguments.

Q 13. Explain any three provisions of the Treaty of Vienna of 1815?

Long Answer Type Questions

Q 14. How did Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain.

Q 15. Highlight the reasons for the growth of nationalist tensions in the Balkan region before the first world war.

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