

# Nationalism in Europe

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## I. MULTIPLE CHOICE QUESTIONS

Choose the correct option:

1. What was the Napoleonic Code usually known as?  
(a) The Napoleonic Code of 1808      (b) The Civil Code of 1809  
(c) The Civil Code of 1804      (d) Johann Gottfried Harder
2. Who was called '*Bismarck of Italy*'?  
(a) Mazzini      (b) Garibaldi  
(c) Cavour      (d) Johann Gottfried Herder
3. In the Frankfurt parliament, a constitution was drafted on which date?  
(a) 8 May, 1848      (b) 18 May, 1848  
(c) 18 June, 1840      (d) 11 August, 1848
4. In which year was Treaty of Vienna signed?  
(a) 1811      (b) 1810  
(c) 1815      (d) 1812
5. Unification of Germany took place between which period?  
(a) 1860 to 1871      (b) 1870 to 1871  
(c) 1856 to 1871      (d) 1866 to 1871



6. What was the significance of 'Broken Chains'?  
 (a) Being freed (b) Heroism  
 (c) Readiness to fight (d) Willingness to make peace
  7. What did *Das Volk* stand for?  
 (a) Democracy (b) Factory workers  
 (c) Common people (d) Slum dwellers
  8. What does *La patrie* mean?  
 (a) The citizen (b) The motherland  
 (c) The fatherland (d) The country
  9. What did Germania symbolise?  
 (a) French nation (b) German nation  
 (c) British nation (d) None of the above
  10. Who was Frederic Sorrien?  
 (a) A French philosopher (b) A French leader  
 (c) A French artist (d) A French cartoonist
  11. What were the large landowners of Prussia known as?  
 (a) Kulaks (b) Pykars  
 (c) Mahantas (d) Junkers
  12. Name the artist who painted the image of Germania.  
 (a) Frederic Sorrien (b) Philip Veit  
 (c) Ernst Renan (d) None of the above
  13. What does the German oak stand for?  
 (a) Heroism (b) Patriotism  
 (c) Liberalism (d) Socialism
  14. Who described Mazzini as 'the most dangerous enemy of our social order'?  
 (a) Ernest Renan (b) Louis Philippe  
 (c) Napoleon Bonaparte (d) Metternich
  15. The weavers of Silesia led a revolt in 1845 against whom?  
 (a) Wealthy people (b) Contractors  
 (c) Social workers (d) Farmers
  16. *Young Italy*, a secret society was formed by  
 (a) Mazzini (b) Metternich  
 (c) Wilhelm Wolff (d) Bismarck
- Ans.** 1—(c) 2—(b) 3—(b) 4—(c) 5—(d) 6—(a)  
 7—(c) 8—(c) 9—(b) 10—(c) 11—(d) 12—(b)  
 13—(d) 14—(d) 15—(b) 16—(a)

## II. VERY SHORT ANSWER TYPE QUESTIONS

**Q1. What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe?** (CBSE 2015)

**Ans.** The major change that occurred in the political and constitutional scenario due to the French Revolution in Europe was the transfer of sovereignty from the monarchy to a body of French citizens.



**Q2. What did the French revolutionaries aim for?**

**Ans.** The French revolutionaries aimed for:

- (i) Creating a sense of collective responsibility.
- (ii) Establishing republic.
- (iii) Equal rights for all.

**Q3. What was the significance of the treaty of Constantinople in Greek history?**

**Ans.** The treaty of Constantinople recognised Greece as an independent nation.

**Q4. Name the group of countries that collectively defeated Napoleon.**

**Ans.** Britain, Russia, Prussia and Austria.

**Q5. What did the conservatives want?**

**Ans.** The conservatives wanted to preserve the monarchy and the church.

**Q6. What does the term 'absolutist' refer to?**

**Ans.** The term 'absolutist' refers to the following points:

- (i) A government or a system of rule that has no restraints on power exercised.
- (ii) A form of monarchical government that was centralised.
- (iii) A form of government that is repressive.

**Q7. What is the national anthem of Britain?**

**Ans.** The national anthem of Britain is *God Save Our Noble King*.

**Q8. What was Zollverein?**

**Ans.** Zollverein was customs union formed in 1834 at the initiative of Prussia and joined by most of the German states.

**Q9. What do you know about young Italy?**

**Ans.** *Young Italy* was a secret society, formed by Giuseppe Mazzini to establish a unitary Italian Republic.

**Q10. What did the German sword stand for?**

**Ans.** The German sword for readiness to fight.

**Q11. Name the countries which participated in the Vienna congress of 1815.**

**Ans.** Britain, France and Russia.

**Q12. What did the symbol of olive branch around the sword mean?**

**Ans.** The symbol of olive branch around the sword meant willingness to make peace.

**Q13. Who was described as the 'most dangerous enemy to our social order' and by whom?**

**Ans.** Mazzini was described as the 'most dangerous enemy to our social order' by Metternich.

**Q14. Who hosted the congress of Vienna?**

**Ans.** Austrian Chancellor Duke Metternich hosted the congress of Vienna.

**Q15. Why were female allegories invented by the French artists?**

**Ans.** Female allegories were invented by the French artists in the 19th Century to represent the nation.

**Q16. Who was Johann Gottfried Herder? What did he claim?**

**Ans.** Johann Gottfried Herder was a German philosopher. He claimed that true German culture was to be discovered through folk songs, folk poetry and folk dances.



**Q17. Who was Ottoman Bismarck?**

**Ans.** Ottoman Bismarck was the true architect of Germany who played an important role in the unification of the country. He is known for his policy of 'Blood and Iron'.

**Q18. What is a nation state?**

**Ans.** Nation state is the one in which the majority of the citizens come together to develop a sense of common identity and shared history or descent.

**Q19. Name the three revolutionaries of Italy who led the unification of the country.**

**Ans.** Giuseppe Mazzini, Count Camillo de Cavour and Giuseppe Garibaldi.

**Q20. What does a blind folded woman carrying a pair of weighing scales, symbolise?**

**Ans.** It is a symbolism of justice.

**Q21. What did the ideas of *La patrie* and *Le citoyen* signify in the French Revolution?**

**Ans.** These ideas symbolised 'fatherland' and 'the citizens' respectively.

**Q22. What was the main function of the Prussian Zollverein?**

**Ans.** Its main function was to abolish tariff barriers.

**Q23. Who was proclaimed the German Emperor after its unification?**

**Ans.** The Prussian King William I was proclaimed the German Emperor after its unification.

**Q24. What do you know about the Act of Union, 1707?**

**Ans.** It was signed between England and Scotland as a result of which the 'United Kingdom of Great Britain' came into being. Now, England could impose its influence Scotland.

### III. SHORT ANSWER TYPE QUESTIONS

**Q1. Describe the events of French Revolution which had influenced the people belonging to other parts of Europe.** (CBSE 2015)

**Ans.** (i) When the news of the events in France reached the different cities of Europe, students and other members of educated middle-classes began setting up Jacobin clubs.  
(ii) Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the 1790s.  
(iii) With the outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.

**Q2. What role did Giuseppe Garibaldi play in the unification of Italy?**

**Ans.** (i) Giuseppe Garibaldi (1807-82) was a famous Italian freedom fighter. He managed a large number of volunteers apart from regular troops.  
(ii) 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.  
(iii) He supported Victor Emmanuel II in his efforts to unify the Italian states and in 1861 Victor Emmanuel II was proclaimed king of united Italy.

**Q3. The 1830s were years of great economic hardship in Europe. Explain.** (HOTS)

Or

**Describe in brief the great economic hardships during the 1830s in Europe.**

[CBSE 2010 (F)]



- Ans.** (i) The first half of the nineteenth century saw an enormous increase in population all over Europe.
- (ii) In most countries, there were more job seekers than employment. Population from rural areas migrated to the cities to live in overcrowded slums.
- (iii) Small producers in towns were often faced with stiff competition from imports of cheap machine made goods from England, where industrialisation was more advanced than on the continent.
- (iv) In these regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
- (v) The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

**Q4. Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. How?**

- Ans.** (i) Monarchs now began to realise that the cycles of revolution and repression would only be ended by granting concessions to the liberal-nationalist revolutionaries.
- (ii) Therefore, in the years after 1848, the autocratic monarchies of Central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815.
- (iii) Thus, serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.
- (iv) The Habsburg rulers granted more autonomy to the Hungarians in 1867.

**Q5. Briefly write a note on the process of German unification. (HOTS)**

- Ans.** Germany was divided in many states. In 1848, the German confederation and Prussia tried organising themselves into a German state. Prussia took on the leadership. Its chief minister Otto Von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars: Danish War in 1864, Austro-Prussian War in 1866 and Franco-Prussian War in 1870-71 were fought which ended in Prussian victory and completed the process of unification. For unification, Bismarck adopted 'Blood and Iron' policy and finally, it took place in 1871. The Prussian king, William I became the German Emperor.

**Q6. What were the Provisions of the Treaty of Vienna of 1815? (HOTS)**

Or

**Describe in brief any four features of the Vienna Treaty of 1815.**

[CBSE 2009, 2011(F)]

- Ans.** The Provisions of Treaty of Vienna of 1815 include:
- (i) The Bourbon dynasty 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) 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) In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.
- (vii) Thus, monarchies that had been overthrown by Napoleon were restored and a new conservative order was created in Europe.

**Q7. In the areas conquered in Europe by Napoleon, explain the reactions of the local population to the French rule.**

**Ans.** Regarding the areas conquered in Europe by Napoleon the reactions of the people were mixed.

- (i) Initially in many places like Holland and Switzerland as well as in certain cities like Brussels, Milan, Warsaw etc, the French armies were welcomed as harbingers of liberty.
- (ii) But the initial enthusiasm soon turned to hostility as it became clear to the people that the new administrative arrangement did not go hand in hand with the political freedom.
- (iii) Increased taxation, censorship, forced consumption into the French armies required to conquer the rest of Europe. All seemed to outweigh the advantages of the administrative changes.

**Q8. Enumerate any three features of the conservative regimes set up in Europe following the defeat of Napoleon in 1815?** (CBSE 2011)

- Ans.**
- (i) The conservatives emphasised the importance of tradition's customs and established institutions like the monarchy, the church, the social hierarchies, property and the family.
  - (ii) The power of the Bourbon dynasty was restored.
  - (iii) Steps were taken to prevent French expansion and creation of new states.
  - (iv) Autocratic regimes came into power. Descent of any type from any group was not tolerated. The ideas associated with French Revolution were censored.

**Q9. Describe the impact of 'The Revolution of the Liberals' in 1848 in Europe.**

[CBSE 2012(F)]

**Ans.** See NCERT Textbook Q1. (Discuss).

**Q10. Who were the Grimm Brothers and how did they contribute to the rise of nationalism in Europe?**

Or

**How did the Grimm Brothers contribute to the Nation building of Germany?**

- Ans.**
- (i) The Grimm Brothers—Jacob and Wilhelm Grimm—extensively contributed to the growth of nationalism in Europe.
  - (ii) They collected several folk tales that expressed pure and authentic German spirit.
  - (iii) They became quite popular among the masses. Both the brothers also became active in liberal politics, especially the movement for freedom of the press.
  - (iv) They were against French domination and considered it as a threat to German culture and tried to uproot it through their sincere efforts.
  - (v) They considered their projects of collecting folktales as part of the wider effort to oppose French domination and create a German national identity.

**Q11. What did Metternick mean to say when he remarked, 'When France sneeze, the rest of Europe catches cold'?**

- Ans.**
- (i) The revolutionary spirit spread all over Europe only after the French Revolution took place in 1789. The ideas of liberty, equality and fraternity gained popularity among people all over Europe.
  - (ii) Educated people especially got attracted to these ideas.

- (iii) The political upheaval in France that took place in July 1830 sparked revolutions in places like Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.
- (iv) In this way we see that France was one of the most important countries of Europe. It spread awareness among the people of Europe.
- (v) It set values and standards for the entire continent. Other countries of the continent just followed what France did.

**Q12. The Habsburg Empire was a patchwork of many different regions and peoples. Elucidate this statement. [V. Imp.]**

- Ans.** (i) The Habsburg Empire that ruled over Austria—Hungary included the Alpine regions—the Tyrol, Austria and the Sudetenland—as well as Bohemia, where the aristocracy was pre-dominantly German-speaking.
- (ii) The Empire also included the Italian-speaking provinces of Lombardy and Venetia.
- (iii) 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 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.

**Q13. Mention any three measures adopted by the French revolutionaries to create a sense of collective identity among the French People. [CBSE 2013(C)]**

**Ans.** See NCERT Textbook Q2. (Write in Brief)

#### IV. LONG ANSWER TYPE QUESTIONS

**Q1. Describe the process of unification of Germany. (CBSE 2015)**

**Ans.** The process of unification of Germany:

- (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. From then on, Prussia took on the leadership of the movement for national unification.
- (iii) Otto von Bismarck, the chief minister of Prussia, was the architect of the German unification. He did this with the help of the Prussian army and bureaucracy.
- (iv) Three wars over seven years with Austria, Denmark and France—ended in Prussian victory and completed the process of unification.
- (v) In January 1871, the Prussian King, William I, was proclaimed German Emperor in a ceremony held at Versailles.

**Q2. Describe the evolution and execution of the process of Italian unification. (HOTS)**

Or

**Briefly trace the process of the unification of Italy.**

[CBSE 2011, AI CBSE 2012, 2013]





**Ans.** Process of Italian unification:

- (i) Like Germany, Italy too had a long history of political fragmentation.
- (ii) Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
- (iii) During the middle of the nineteenth century, Italy was divided into seven states of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
- (iv) The unification process was led by three revolutionaries—Guiseppe Mazzini, Count Camillo de Cavour, and Guiseppe Garibaldi.
- (v) Guiseppe Mazzini during the 1830s sought to put together a coherent programme for a unitary Italian Republic.
- (vi) He organised a new political society called *Young Italy*.
- (vii) The failure of revolutionary uprisings both in 1831 and 1848 meant that the responsibility now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
- (viii) Count de Cavour now led the movement to unify the regions of Italy. Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont became successful in defeating the Austrian forces in 1859.
- (ix) Apart from regular troops, a large number of armed volunteers under the leadership of Guiseppe Garibaldi joined the fray.
- (x) 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.
- (xi) In 1861, the process of the unification of Italy was completed and Victor Emmanuel II was proclaimed king of the united Italy.

**Q3. Give a brief description of the revolt led by the Silesian weavers in 1845. (HOTS)**

- Ans.**
- (i) In 1845 the Silesian weavers revolted against contractors who supplied them raw material and gave them orders for finished textiles but drastically reduced their payments.
  - (ii) Dissatisfied and resented weavers emerged from their homes on 4 June and marched in pairs up to the mansion of their contractor demanding higher wages.
  - (iii) When the contractor showed reluctance, a group of them forced their way into the house, smashed its elegant window panes, furniture, porcelain, etc.
  - (iv) Another group broke into the store house and plundered it of supplies of cloth which they tore to shreds.
  - (v) The contractor fled with his family to a neighbouring village which ultimately refused to shelter such a person. He returned 24 hours later having requisitioned the army. In the exchange that followed, eleven weavers were shot.

**Q4. “Napoleon had, no doubt, 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.” Support the statement.**

(AI CBSE 2012)





Or

**Explain any three features of Napoleon code.** (CBSE 2010)

Or

**Explain any four provisions of the Napoleon civil code, 1804.**  
(CBSE 2008, 2010, 2011)

Or

**Explain the revolutionary principles incorporated by Napoleon in the administration of France during his regime.** (CBSE, 2011)

**Ans.** See NCERT Textbook Q5. (Write in Brief)

**Q5. What did the concept of liberal nationalism politically emphasise during the 19th century Europe?** (CBSE 2010)

Or

**Explain liberalism in political and economic fields prevailing in Europe in the 19th century.** (CBSE 2008, 2011)

**Ans.** See NCERT Textbook Q1. (Discuss)

**Q6. "The most serious source of nationalist tension in Europe after 1871 was the area of Balkans". Justify.** (CBSE 2008)

Or

**Why was Balkans after 1871 the most serious source of nationalist tension in Europe? Explain four reasons.** [CBSE 2008(F)]

Or

**"The Balkan issue was one of the major factors responsible for The First World War." Explain by giving examples.** (CBSE 2012)

Or

**What is meant by Balkan? Why did it turn into perennial sources of tension and proved the battlefield of the First World War?** (CBSE 2012)

**Ans.** See NCERT Textbook Q5. (Discuss)

**Q7. Explain the role of languages in developing the nationalist sentiments in Europe.** (CBSE 2011)

**Ans.** Poland had been partitioned at the end of the 18th century by The Great Powers, Russia, Prussia and Austria. Even though Poland no longer existed as an independent country but national feelings were kept alive through the language.

- (i) The emphasis on language was made not just to recover an ancient national spirit but also to carry the modern nationalist message to large audiences who were mostly illiterate.
- (ii) After the Russian occupation of Poland, Polish language was forced out of schools and the Russian language was imposed everywhere.
- (iii) Many members of the clergy in Poland began to use language as a weapon of national resistance.
- (iv) Polish was used for church gathering and all religious instructions.
- (v) The use of Polish thus came to be seen as a symbol of struggle against Russian dominance.



**Q8. Give a brief account of political fragmentation of Italy.** [CBSE 2008(C)]

- Ans.** (i) Like Germany, Italy too had a long history of political fragmentation.  
(ii) Italians were scattered over several dynastic states as well as the multinational, Habsburg Empire.  
(iii) During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.  
(iv) 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.  
(v) Even the Italian language had not acquired one common form, and it still had many regional and local variations.

**Q9. "The 1830s were years of great economic hardships in Europe". Support the statement with four examples.** [CBSE 2012(F)]

**Ans.** See Q2. (Short Answer Type Question)

**Q10. Giuseppe Mazzini and the Chief Minister Cavour have played a major role in unification of Italy. Justify the statement.** [AI CBSE 2013(C)]

**Ans.** See Q1. (Short Answer Type Questions) and (Long Answer Type Questions)

## V. SOURCE-BASED QUESTIONS

**Q1. Read the extract (Source B) taken from NCERT textbook, page 10 and answer the questions that follow:**

Economists began to think in terms of the national economy. They talked of how the nation could develop and what economic measures could help forge this nation together.

Friedrich List, Professor of Economics at the University of Tübingen in Germany, wrote in 1834:

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

- (i) What was the view of the German economists?  
(ii) Who was Friedrich List? How did he explain the Zollverein?

- Ans.** (i) The German economists thought in terms of national economy. They were concerned about how the nation could develop and what economic measures could forge their nation together.  
(ii) Friedrich List was a Professor of Economics at the University of Tübingen in Germany. He explained that the Zollverein aimed at binding the Germans economically into a nation. He viewed that it would strengthen the nation materially as much by protecting its interest externally as by stimulating its internal productivity.



## VI. PICTURE-BASED QUESTIONS

**Q1.** Recognise the picture below (see NCERT Textbook page 23) and answer the following questions:



- (i) Whose painting is it? Who painted it and when?
- (ii) What does it signify?

**Ans.** (i) It is the painting of Germania. Philip Veit painted it in 1848.  
(ii) Germania is the symbolic personification of 'Liberty' and 'Reason'. She becomes the symbol of the German nation.

## VII. VALUE BASED QUESTIONS

**Q1.** The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny. Which values would you associate with this revolution?

- Ans.** (i) The French Revolution created a sense of collective identity amongst the French people. The ideas of *la patrie* (the motherland) and *le citoyen* (the citizen) emphasised the notion of a united community enjoying equal rights under a Constitution.
- (ii) The Estates General was elected by the body of active citizens and renamed the National Assembly.
- (iii) A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory.
- (iv) Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
- (v) Regional dialects were discouraged and French became the common language of the entire nation.

In nutshell, we can associate the following values with the French Revolution:

- (i) Nationalism (ii) Equality (iii) Fraternity (iv) National integration (v) Solidarity.



**Q2. Give any three values which can be reflected from the term 'liberalism'.**

**Ans.** The three values that can be reflected from the term 'liberalism' are:

- (i) Freedom for the individual and equality of all before the law.
- (ii) Concept of government by consent.
- (iii) Abolition of state imposed restrictions on the movement of goods and capital.

**Q3. Which values are associated with the following:**

- (i) Broken chains
- (ii) Crown of oak leaves
- (iii) Sword
- (iv) Olive branch around the sword
- (v) Rays of the rising sun.

**Ans.** (i) Broken chains—Being freed (ii) Crown of oak leaves—Heroism  
(iii) Sword—Readiness to fight (iv) Olive branch around the sword—Willingness to make peace  
(v) Rays of the rising sun—Beginning of a new era.

**Q4.** Johann Gottfried Herder, the German philosopher, claimed that true German culture was to be discovered among the common people. It was through folk songs, folk poetry and folk dances that the true spirit of the nation was popularised. So collecting and recording these forms of folk culture was essential to the project of nation building.

**Now say which values were associated with the folk culture?**

**Ans.** (i) It could recover an ancient national spirit.  
(ii) It could carry the modern nationalist message to large audiences who were mostly illiterate.  
(iii) It could successfully develop nationalist sentiments.

