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## The Rise of Nationalism in Europe

Class 10 | History | Chapter 1

■ Multiple Choice Questions	<b>30 Questions</b>
■ Fill in the Blanks	<b>20 Questions</b>
■ FAQ (Questions & Answers)	<b>20 Questions</b>
🏠 ■ Short Answer Questions	<b>Included</b>
■ Long Answer Questions	<b>Included</b>
■ Matching Table	<b>Included</b>

*This workbook has been prepared with genuine care — every question here is the kind that actually comes in your exams. Work through each section patiently, and do check the answers only after you've tried the question yourself. Best of luck, and remember — understanding always beats memorising!*

**SECTION A — Multiple Choice Questions (30 Questions)**

Choose the most appropriate option for each question. The correct answer with a short explanation is given below each question.

**1. Which French artist prepared the famous print 'The Dream of Worldwide Democratic and Social Republics' in 1848?**

- A) Jacques-Louis David
- B) Frédéric Sorrieu
- C) Eugène Delacroix
- D) Philip Veit

**Answer: B) Frédéric Sorrieu**

*Sorrieu prepared a series of four prints in 1848 visualising his dream of a world made up of 'democratic and social republics'.*

**2. The term 'Absolutist' in the context of 19th-century Europe refers to a government that was:**

- A) Elected by the people
- B) Centralised, militarised and repressive
- C) Based on a written constitution
- D) Controlled by the Church

**Answer: B) Centralised, militarised and repressive**

*Absolutist refers to a monarchical government that was centralised, militarised and repressive, with no restraints on the power exercised.*

**3. The first clear expression of nationalism came with which Revolution?**

- A) American Revolution 1776
- B) French Revolution 1789
- C) Russian Revolution 1917
- D) Glorious Revolution 1688

**Answer: B) French Revolution 1789**

*The French Revolution of 1789 transferred sovereignty from the monarchy to a body of French citizens — the first clear expression of nationalism.*

**4. What does the term 'Plebiscite' mean?**

- A) Right to vote in elections
- B) A direct vote by all people of a region on a proposal
- C) A military declaration of war
- D) A treaty between two nations

**Answer: B) A direct vote by all people of a region on a proposal**

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

**5. The Civil Code of 1804, usually known as the Napoleonic Code, did away with:**

- A) Freedom of religion
- B) All privileges based on birth and established equality before the law
- C) Trade guilds only
- D) Military service

**Answer: B) All privileges based on birth and established equality before the law**

*The Napoleonic Code abolished privileges based on birth, established equality before the law, and secured the right to property.*

**6. Which of the following was NOT introduced by French revolutionaries to create a sense of collective identity?**

- A) New French tricolour flag
- B) Estates General renamed to National Assembly
- C) Restoration of the monarchy
- D) Uniform system of weights and measures

**Answer: C) Restoration of the monarchy**

*The revolutionaries aimed to abolish the monarchy, not restore it. They introduced a new flag, renamed the Estates General and standardised measures.*

**7. The Congress of Vienna was held in the year:**

- A) 1804
- B) 1815
- C) 1821
- D) 1848

**Answer: B) 1815**

*The Congress of Vienna was held in 1815 after Napoleon's defeat. It was hosted by Austrian Chancellor Duke Metternich.*

**8. Who was the Austrian Chancellor who played a dominant role at the Congress of Vienna?**

- A) Otto von Bismarck
- B) Duke Metternich
- C) Count Cavour
- D) Frederick Wilhelm IV

**Answer: B) Duke Metternich**

*Duke Metternich of Austria hosted and dominated the Congress of Vienna, which drew up the Treaty of Vienna 1815 to undo Napoleon's changes.*

**9. Giuseppe Mazzini was born in:**

- A) Venice
- B) Milan
- C) Genoa
- D) Rome

**Answer: C) Genoa**

*Giuseppe Mazzini was born in Genoa in 1805. He became a member of the secret society of the Carbonari as a young man of 24.*

**10. Which two underground organisations did Mazzini found after his exile from Italy?**

- A) Young Europe and Young Germany
- B) Young Italy and Young Europe
- C) Young France and Young Italy
- D) Carbonari and Young Europe

**Answer: B) Young Italy and Young Europe**

*Mazzini founded Young Italy in Marseilles and Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and German states.*

**11. The Zollverein was:**

- A) A German parliament
- B) A customs union formed at the initiative of Prussia in 1834
- C) A secret revolutionary society
- D) An Austrian military alliance

**Answer: B) A customs union formed at the initiative of Prussia in 1834**

*The Zollverein was a customs union formed in 1834 at Prussia's initiative. It abolished tariff barriers and reduced the number of currencies from over thirty to two.*

**12. The term 'Suffrage' means:**

- A) Suffering under oppression
- B) The right to vote
- C) Freedom of speech
- D) Right to property

**Answer: B) The right to vote**

*Suffrage refers to the right to vote. In revolutionary France, the right to vote was initially granted exclusively to property-owning men.*

**13. The July Revolution of 1830 in France resulted in:**

- A) Napoleon coming to power again
- B) The establishment of a constitutional monarchy under Louis Philippe
- C) The creation of a French republic
- D) The Congress of Vienna

**Answer: B) The establishment of a constitutional monarchy under Louis Philippe**

*The Bourbon kings were overthrown by liberal revolutionaries who installed a constitutional monarchy with Louis Philippe at its head.*

**14. The Treaty of Constantinople (1832) recognised independence for:**

- A) Belgium
- B) Poland
- C) Greece
- D) Hungary

**Answer: C) Greece**

*The Treaty of Constantinople of 1832 recognised Greece as an independent nation, after a long struggle for independence from the Ottoman Empire beginning in 1821.*

**15. The English poet who actively supported the Greek struggle for independence and later died of fever there was:**

- A) John Keats
- B) Percy Shelley
- C) Lord Byron
- D) William Wordsworth

**Answer: C) Lord Byron**

*Lord Byron organised funds and later went to fight in the Greek war of independence, where he died of fever in 1824.*

**16. Romanticism as a cultural movement primarily emphasised:**

- A) Reason, logic and science
- B) Emotions, intuition and mystical feelings
- C) Industrial progress and technology
- D) Political democracy and voting rights

**Answer: B) Emotions, intuition and mystical feelings**

*Romantic artists and poets criticised the glorification of reason and science, and focused instead on emotions, intuition and mystical feelings to create a sense of shared collective heritage.*

**17. The Grimm Brothers Jacob and Wilhelm collected folk tales primarily to:**

- A) Entertain royal families
- B) Create a German national identity and oppose French domination
- C) Teach children moral lessons only
- D) Learn French language and culture

**Answer: B) Create a German national identity and oppose French domination**

*The Grimm brothers saw French domination as a threat to German culture and believed their collected folk tales expressed a pure and authentic German spirit.*

**18. The year 1848 in Europe is associated with:**

- A) The Congress of Vienna
- B) Revolutions where artisans, workers and peasants revolted against economic hardships
- C) The unification of Germany
- D) The French Revolution

**Answer: B) Revolutions where artisans, workers and peasants revolted against economic hardships**

*1848 saw revolutions across Europe — artisans, industrial workers and peasants revolted against economic hardships; middle classes demanded constitutions and representative governments.*

**19. The Frankfurt Parliament convened in:**

- A) Church of St Paul, Frankfurt
- B) Palace of Versailles, Paris
- C) Vienna, Austria
- D) Berlin, Prussia

**Answer: A) Church of St Paul, Frankfurt**

*On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt parliament, which convened in the Church of St Paul.*

**20. Who was offered the crown of united Germany by the Frankfurt Parliament in 1848?**

- A) Otto von Bismarck
- B) Kaiser William I
- C) Frederick Wilhelm IV, King of Prussia
- D) Emperor Franz Joseph of Austria

**Answer: C) Frederick Wilhelm IV, King of Prussia**

*The Frankfurt Parliament offered the crown to Frederick Wilhelm IV of Prussia, but he rejected it, unwilling to accept a crown offered by the people.*

**21. The process of German unification was completed through:**

- A) A popular democratic revolution
- B) Three wars over seven years, led by Prussian army under Bismarck
- C) A plebiscite of German citizens
- D) A decision at the Congress of Vienna

**Answer: B) Three wars over seven years, led by Prussian army under Bismarck**

*Bismarck carried out the process of German unification through three wars over seven years — with Austria, Denmark and France — ending in Prussian victory.*

**22. The German Empire was proclaimed in the Hall of Mirrors at Versailles on:**

- A) 18 January 1866
- B) 18 January 1871
- C) 10 May 1848
- D) 15 March 1815

**Answer: B) 18 January 1871**

*On 18 January 1871, the Prussian King William I was proclaimed German Emperor in a ceremony held in the Hall of Mirrors at Versailles.*

**23. Which Italian statesman engineered a diplomatic alliance with France to defeat Austria and advance Italian unification?**

- A) Giuseppe Mazzini
- B) Giuseppe Garibaldi
- C) Count Cavour
- D) Victor Emmanuel II

**Answer: C) Count Cavour**

*Count Cavour, Chief Minister of Sardinia-Piedmont, was neither a revolutionary nor a democrat. Through a tactful diplomatic alliance with France, he succeeded in defeating Austrian forces in 1859.*

**24. Garibaldi's volunteer soldiers who helped unify southern Italy were known as:**

- A) Carbonari
- B) Red Shirts
- C) Young Italy
- D) Jacobins

**Answer: B) Red Shirts**

*Garibaldi's volunteers were popularly known as Red Shirts. Their numbers grew to about 30,000 as they marched through South Italy.*

**25. Victor Emmanuel II was proclaimed King of united Italy in:**

- A) 1848
- B) 1859
- C) 1861
- D) 1871

**Answer: C) 1861**

*In 1861, Victor Emmanuel II was proclaimed King of united Italy after Cavour's diplomatic work and Garibaldi's military campaigns.*

**26. In France, the female allegory of the nation was named:**

- A) Germania
- B) Britannia
- C) Marianne
- D) Victoria

**Answer: C) Marianne**

*In France, the female allegory was christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from Liberty and the Republic.*

**27. In visual representations, Germania wears a crown made of:**

- A) Golden leaves
- B) Roses
- C) Oak leaves
- D) Laurel leaves

**Answer: C) Oak leaves**

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

**28. The most serious source of nationalist tension in Europe after 1871 was:**

- A) The Rhineland
- B) The Balkans
- C) Ireland
- D) Poland

**Answer: B) The Balkans**

*The Balkans, comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Slovenia, Serbia and Montenegro, became the most serious source of nationalist tension after 1871.*

**29. The Act of Union in 1707 between England and Scotland resulted in the formation of:**

- A) The Irish Republic
- B) The British Empire
- C) The United Kingdom of Great Britain
- D) The Commonwealth of Nations

**Answer: C) The United Kingdom of Great Britain**

*The Act of Union (1707) between England and Scotland resulted in the formation of the United Kingdom of Great Britain, with England able to impose its influence on Scotland.*

**30. Nationalism aligned with imperialism ultimately led Europe to disaster in:**

- A) 1848
- B) 1871
- C) 1905
- D) 1914

**Answer: D) 1914**

*As the chapter concludes, nationalism aligned with imperialism led Europe to disaster in 1914 — the First World War — driven by Balkan tensions and big-power rivalries.*

**SECTION B — Fill in the Blanks (20 Questions)**

Fill each blank with the correct word or phrase. The answer is given in bold below each sentence — try to answer first before looking!

1. In 1848, \_\_\_\_\_ visualised his dream of a world made up of 'democratic and social republics' through a series of four prints.

**Answer: Answer: Frédéric Sorrieu**

*He was a French artist whose print 'The Dream of Worldwide Democratic and Social Republics' is discussed at the very start of the chapter.*

2. The term 'Absolutist' refers to a government or system of rule that is centralised, \_\_\_\_\_ and repressive.

**Answer: Answer: militarised**

*Absolutism meant a form of monarchical rule with no restraints on the power exercised — centralised, militarised and repressive.*

3. The French Revolution of \_\_\_\_\_ transferred sovereignty from the monarchy to a body of French citizens.

**Answer: Answer: 1789**

*This is the foundational year for the first clear expression of nationalism in Europe.*

4. A \_\_\_\_\_ is a direct vote by which all the people of a region are asked to accept or reject a proposal.

**Answer: Answer: Plebiscite**

*The term appears in the chapter's glossary. It is different from a general election, which chooses representatives.*

5. The Civil Code of 1804, also known as the \_\_\_\_\_, established equality before the law and secured the right to property.

**Answer: Answer: Napoleonic Code**

*Napoleon introduced this code in the territories under his control. It abolished privileges based on birth.*

6. The Congress of Vienna was hosted in 1815 by the Austrian Chancellor \_\_\_\_\_.

**Answer: Answer: Duke Metternich**

*Metternich was the dominant figure who shaped the post-Napoleon conservative order in Europe.*

7. Giuseppe Mazzini founded two organisations — \_\_\_\_\_ in Marseilles and Young Europe in Berne.

**Answer: Answer: Young Italy**

*Mazzini founded Young Italy first in Marseilles, then Young Europe in Berne to spread his nationalist ideas across the continent.*

8. A customs union called \_\_\_\_\_ was formed at the initiative of Prussia in 1834, which abolished tariff barriers among German states.

**Answer: Zollverein**

*The Zollverein helped forge economic nationalism, stimulating national sentiment in the German-speaking regions.*

9. The \_\_\_\_\_ of 1832 recognised Greece as an independent nation after its struggle against the Ottoman Empire.

**Answer: Treaty of Constantinople**

*This treaty formally ended the Greek struggle for independence that had begun in 1821.*

10. The Romantic artist and Romantic movement focused on \_\_\_\_\_, intuition and mystical feelings rather than reason and science.

**Answer: emotions**

*Romanticism was a cultural movement that sought to develop a particular form of nationalist sentiment through art, poetry and music.*

11. The Grimm Brothers — Jacob and Wilhelm — published their first collection of folk tales in \_\_\_\_\_.

**Answer: 1812**

*They published their first collection in 1812. Their motive was to preserve German culture and create a German national identity.*

12. In the year \_\_\_\_\_, food shortages and widespread unemployment brought the population of Paris out on the roads and barricades were erected.

**Answer: 1848**

*1848 was a year of great economic hardship and revolutions across Europe.*

13. The Frankfurt Parliament, which met in the Church of St Paul, offered the German crown to Frederick Wilhelm IV, King of \_\_\_\_\_, who rejected it.

**Answer: Prussia**

*Frederick Wilhelm IV refused the crown because he did not want to accept it from the people — he was opposed to the idea of parliamentary sovereignty.*

14. Otto von Bismarck carried out the process of German unification through \_\_\_\_\_ wars over seven years.

**Answer: three**

*Three wars — against Denmark, Austria and France — completed Germany's unification by 1871.*

15. The German Empire was proclaimed in the Hall of Mirrors at \_\_\_\_\_ on 18 January 1871.

**Answer: Answer: Versailles**

*Versailles, the former seat of the French kings, was deliberately chosen to humiliate France after its defeat in the Franco-Prussian War.*

16. Count Cavour, Chief Minister of Sardinia-Piedmont, engineered a diplomatic alliance with \_\_\_\_\_ to defeat Austria in 1859.

**Answer: Answer: France**

*Cavour's alliance with France led to the defeat of Austria and was a key step in Italian unification.*

17. Garibaldi's volunteer soldiers were popularly known as \_\_\_\_\_ and their numbers grew to about 30,000.

**Answer: Answer: Red Shirts**

*The Red Shirts followed Garibaldi through South Italy, helping to win the Kingdom of Two Sicilies.*

18. In France, the female allegory chosen to personify the nation was named \_\_\_\_\_, a popular Christian name.

**Answer: Answer: Marianne**

*Marianne represented the idea of a people's nation — her image appeared on coins, stamps and public statues.*

19. In German allegorical paintings, \_\_\_\_\_ became the symbol of the German nation, wearing a crown of oak leaves.

**Answer: Answer: Germania**

*Germania was the female allegory of Germany — the oak leaves symbolised heroism, the sword showed readiness to fight.*

20. The most serious source of nationalist tension in Europe after 1871 was the region called \_\_\_\_\_, which ultimately led to the First World War.

**Answer: Answer: the Balkans**

*The Balkans comprised modern-day Romania, Bulgaria, Albania, Greece, Croatia, Serbia and others — a hotbed of rival nationalisms and big-power competition.*

## SECTION C — Frequently Asked Questions (20 Q&As;)

*These are the most commonly asked questions in board examinations and class tests. Read both the question and the answer carefully — the language used here is exam-ready.*

### Q1. What did Ernst Renan mean when he said 'a nation is a daily plebiscite'?

Ernst Renan, a French philosopher, argued in his 1882 lecture at the Sorbonne that a nation is not formed merely by a common language, race or religion. Rather, a nation is the result of a long past of endeavours, sacrifice and devotion. It is built on the daily will of its people to live together and to continue valuing their shared heritage. By calling it 'a daily plebiscite', Renan meant that a nation exists only as long as its people continuously choose to remain part of it — it is an ongoing consent, not a fixed fact. This is a powerful idea because it places the people, not geography or ethnicity, at the centre of nationhood.

### Q2. What were the main ideas of Liberal Nationalism in early 19th-century Europe?

Liberal Nationalism in early 19th-century Europe was closely allied to the ideology of liberalism. The term 'liberalism' derives from the Latin root 'liber', meaning free. For the new middle classes, liberalism stood for: (i) Freedom for the individual and equality of all before the law; (ii) Government by consent — a constitution and representative parliament; (iii) End of autocracy and clerical privileges; (iv) Inviolability of private property; and (v) Economically — freedom of markets and abolition of state-imposed restrictions on the movement of goods and capital. It is important to note that liberal nationalism did not extend equal rights to women or to men without property, which became a source of conflict.

### Q3. How did Napoleon's administrative reforms help in spreading nationalism in Europe?

Napoleon introduced several administrative reforms in the territories he conquered, which indirectly spread nationalist ideas. The Napoleonic Code of 1804 abolished privileges based on birth and established equality before the law. The feudal system was abolished, peasants were freed from serfdom and manorial dues. A uniform system of weights, measures and currency was introduced, facilitating trade. Transport and communication systems were improved. Administrative divisions were simplified. These reforms made the whole system more rational and efficient and gave the common people — peasants, artisans and workers — a sense that they were part of a shared, organised community. Paradoxically, however, the heaviness of French taxation and military conscription in conquered territories stirred local resistance that eventually gave rise to the very nationalism that opposed French domination.

### Q4. What were the main features of Conservatism that emerged after 1815?

Following Napoleon's defeat, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society — the monarchy, the Church, social hierarchies and the family — should be preserved. Most conservatives, however, did not propose a complete return to pre-revolutionary society. They realised that modernisation could in fact strengthen traditional institutions. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could all strengthen autocratic monarchies. The Congress of Vienna (1815) embodied this conservative approach — restoring the Bourbon dynasty in France, redrawing

Europe's boundaries to contain French power, and setting up conservative regimes that imposed censorship and repressed liberal and nationalist ideas.

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#### **Q5. What was the role of the Zollverein in German nationalism?**

The Zollverein (customs union) was formed in 1834 at the initiative of Prussia, and was later joined by most of the German states. The union abolished tariff barriers between member states and reduced the number of currencies from over thirty to just two. This created a unified economic territory, allowing the unhindered movement of goods, people and capital. The creation of a network of railways further stimulated mobility, harnessing economic interests to national unification. Friedrich List, Professor of Economics at the University of Tübingen, explained that the aim of the Zollverein was to bind the Germans economically into a nation. A wave of economic nationalism thus strengthened the wider nationalist sentiments that were growing at the time.

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#### **Q6. Describe the role of Romanticism in fostering nationalist sentiment in Europe.**

Romanticism was a cultural movement that emerged in the late 18th and early 19th centuries as a reaction against the glorification of reason and science. Romantic artists, poets and musicians focused on emotions, intuition, mystical feelings and the celebration of folk culture. Their effort was to create a sense of a shared collective heritage as the basis of a nation. German Romantics like Johann Gottfried Herder argued that true German culture was to be discovered among the common people (das volk), through folk songs, folk poetry and folk dances. Collecting and recording folk culture was essential to nation-building. The Grimm Brothers collected fairy tales to preserve German culture against French domination. Language also played an important role — in Poland, after Russian occupation, the Polish language was used as a weapon of national resistance.

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#### **Q7. How did the 1848 revolution in France influence other parts of Europe?**

The revolution of February 1848 in France, which brought about the abdication of the monarch and the proclamation of a republic based on universal male suffrage, had a sweeping impact across Europe. Men and women of the educated middle classes in Germany, Italy, Poland and the Austro-Hungarian Empire combined their demands for constitutionalism with demands for national unification. In the German regions, political associations convened at Frankfurt and decided to vote for an all-German National Assembly. In many parts of Europe, the popular uprisings of 1848 forced monarchs to grant constitutions. Though most of these revolutions were ultimately crushed, they demonstrated to conservative monarchs that cycles of repression could only be ended by granting concessions to liberal-nationalist revolutionaries.

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#### **Q8. Why did the Frankfurt Parliament ultimately fail in its mission?**

The Frankfurt Parliament, which convened in the Church of St Paul in May 1848, was meant to draft a constitution for a united German nation. However, it failed for several reasons. First, when it offered the crown to Frederick Wilhelm IV of Prussia, he rejected it, refusing to accept a crown offered by an elected assembly. Second, the parliament was dominated by the middle classes who were reluctant to meet the demands of workers and artisans. Third, the opposition of the aristocracy and the military became stronger, and conservative forces rallied. As the social basis of the parliament eroded, it lost support, troops were called in, and the assembly was forced to disband. The failure showed that German unification could not be achieved through liberal democratic means alone.

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**Q9. Briefly explain the concept of 'Allegory' as used in representing nations.**

An allegory is a technique in which an abstract idea — such as freedom, liberty, justice or a nation — is expressed through a person or a thing. Artists in the 18th and 19th centuries found it difficult to give a face to a nation, so they personified nations as female figures. In France, this figure was named Marianne, drawn with a red cap, tricolour and cockade — symbols of Liberty and the Republic. Her image was placed on coins, stamps and public squares to remind people of the national symbol of unity. In Germany, the allegory was named Germania, painted wearing a crown of oak leaves (heroism), holding a sword (readiness to fight) and an olive branch (willingness to make peace). These allegories helped make abstract nationalist ideas tangible and emotionally appealing to ordinary citizens.

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**Q10. What was the significance of Greece's struggle for independence for European nationalism?**

The Greek war of independence (1821–1832) was significant for European nationalism for several reasons. Greece had been part of the Ottoman Empire since the 15th century. The growth of revolutionary nationalism in Europe inspired the Greeks to struggle for independence. This struggle mobilised nationalist feelings among the educated elite across Europe. Greeks living in exile and many West Europeans who had sympathies for ancient Greek civilisation — the cradle of European culture — supported the cause. Poets and artists like Eugène Delacroix and Lord Byron lent their support, influencing public opinion. The Treaty of Constantinople (1832) ultimately recognised Greece as an independent nation. This was the first major success of a nationalist movement against an empire in 19th-century Europe and inspired other subject peoples.

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**Q11. How was the formation of the British nation-state different from that of Germany or Italy?**

The formation of the British nation was the result of a long-drawn-out process rather than a sudden upheaval or revolution. There was no British nation prior to the 18th century — the primary identities of the peoples of the British Isles were ethnic: English, Welsh, Scot or Irish. England grew in wealth, importance and power and was able to extend its influence over the other nations. The English parliament, which had seized power from the monarchy in 1688, was the instrument through which a British nation-state was forged. The Act of Union (1707) between England and Scotland formed the United Kingdom of Great Britain. Ireland was forcibly incorporated into the United Kingdom in 1801. In contrast to Germany and Italy, there was no unification of separate states — rather, a dominant English culture absorbed and suppressed the distinctive cultures of Scotland, Wales and Ireland.

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**Q12. What is meant by 'Nationalism and Imperialism' going hand in hand?**

By the last quarter of the 19th century, nationalism had lost its earlier idealistic, liberal-democratic character and had become a narrow creed with limited ends. Nationalist groups became increasingly intolerant of each other and ever ready to go to war. Major European powers manipulated nationalist aspirations of subject peoples to further their own imperialist aims. The Balkans became an area of intense conflict as big powers like Russia, Germany, England and Austro-Hungary competed for trade, colonies and military might in the region. Each power was keen on countering the hold of others and extending its own control. These rivalries led to a series of wars and finally the First World War in 1914. Meanwhile, anti-imperialist movements in colonised countries developed their own specific variety of nationalism, inspired by European ideas but shaped by their own local circumstances.

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**Q13. What changes did the French Revolution introduce to create a sense of collective national identity?**

The French revolutionaries introduced a number of measures and practices to create a sense of collective identity among the French people. A new French flag — the tricolour — was adopted to replace the former royal standard. The Estates General was elected by the body of active citizens and renamed the National Assembly. New hymns were composed, oaths were taken and martyrs commemorated. A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. Internal customs duties and dues were abolished. A uniform system of weights and measures was adopted. Regional dialects were discouraged and French, as spoken and written in Paris, became the common language of the nation. All these measures forged a sense of shared identity and common purpose among the French people.

**Q14. Who were the 'Junkers' and what role did they play in German unification?**

The Junkers were large landowners in Prussia. They formed the social base that supported the Prussian monarchy and military. When the liberal initiative to unite Germany through an elected parliament (Frankfurt Parliament, 1848) failed, Prussia took on the leadership of the movement for national unification. Otto von Bismarck, as Chief Minister, carried out this process with the help of the Prussian army and bureaucracy, supported by the large landowners — the Junkers. The Junkers thus played a crucial role in ensuring that German unification was achieved through military might and conservative statecraft rather than through liberal democratic processes.

**Q15. Explain the significance of the 'Silesian Weavers' uprising of 1845.**

The Silesian Weavers' uprising of 1845 is significant as a vivid example of the economic hardship and exploitation faced by workers in mid-19th-century Europe. In Silesia, weavers had revolted against contractors who supplied them raw material and gave them orders for finished textiles, but drastically reduced their payments. A large crowd of weavers marched to the contractor's house, smashing its elegant windows, furniture and porcelain, and another group plundered the storehouse of supplies of cloth. The contractor fled with his family. After the military was requisitioned, eleven weavers were shot. The journalist Wilhelm Wolff described the misery in these villages. The uprising illustrates how economic distress fuelled social unrest, which contributed to the broader wave of revolutions that swept Europe in 1848.

**Q16. Why were women excluded from liberal nationalist movements of the 19th century?**

Although women in 19th-century Europe participated actively in nationalist movements — forming political associations, founding newspapers, and taking part in political meetings and demonstrations — they were denied equal political rights. Liberal nationalism theoretically stood for equality before the law, but this did not necessarily mean universal suffrage. In revolutionary France, only property-owning men were given the right to vote and get elected. The Napoleonic Code reduced women to the status of minors, subject to the authority of fathers and husbands. At the Frankfurt Parliament, women were admitted only as observers in the visitors' gallery. This contradiction — fighting for national liberty while denying liberty to women — was challenged by feminist activists like Louise Otto-Peters, who founded a women's journal and a feminist political association.

**Q17. How did the popular classes in Europe respond to the economic changes of the 1830s?**

The 1830s were years of great economic hardship for Europe's popular classes. Population had grown enormously and there were more job-seekers than employment. People from rural areas migrated to cities and lived in overcrowded slums. Small producers in towns faced stiff competition from cheap machine-made English goods. In regions where the aristocracy still enjoyed power, peasants struggled under feudal dues and obligations. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country. These hardships made popular classes receptive to nationalist and radical ideas. They participated in uprisings and revolutions, demanding not only constitutional rights but also jobs, better wages and an end to economic exploitation.

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**Q18. What was the role of language in building national identity, with particular reference to Poland?**

Language played an important role in developing nationalist sentiments. After Russian occupation, the Polish language was forcibly removed and the Russian language was imposed everywhere. In 1831, an armed rebellion against Russian rule took place, which was ultimately crushed. Following this, many members of the clergy began to use language as a weapon of national resistance. Polish was used for Church gatherings and religious instruction. The use of Polish came to be seen as a symbol of the struggle against Russian dominance. The emphasis on vernacular language and the collection of local folklore was not just to recover an ancient national spirit, but also to carry the modern nationalist message to large audiences who were mostly illiterate. Similarly, in Germany, the collection of folk tales and the development of a German-language dictionary helped foster a sense of German national identity.

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**Q19. What was the impact of the July Revolution of 1830 on the rest of Europe?**

The July Revolution of 1830 in France had a significant impact on the rest of Europe, confirming Metternich's famous observation that 'When France sneezes, the rest of Europe catches a cold.' The Bourbon kings who had been restored to power in France after 1815 were now overthrown by liberal revolutionaries, who installed a constitutional monarchy with Louis Philippe at its head. News of this inspired uprisings in Belgium, where it sparked a struggle that led to Belgium breaking away from the United Kingdom of Netherlands. Nationalist movements also gained momentum in Poland and Italy. Although most of these uprisings were suppressed, they demonstrated that the conservative order set up by the Congress of Vienna could not permanently suppress the forces of liberalism and nationalism.

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**Q20. What did the chapter mean by saying that for many Italians, nationalism remained a distant concept in 1861?**

When Italy was unified in 1861 and Victor Emmanuel II was proclaimed King, much of the Italian population — especially the peasant masses in southern Italy — remained blissfully unaware of liberal-nationalist ideology. Rates of illiteracy were very high. The peasant masses who had supported Garibaldi did so primarily to drive out the Spanish rulers from southern Italy, not out of any sense of Italian national identity. In southern Italy, in fact, many peasants had never heard of Italia and believed that 'La Talia' was Victor Emmanuel's wife! This reveals an important truth — nationalism was primarily an idea of the educated, property-owning middle classes and liberal elite. The vast majority of the population, who were poor and illiterate, had little connection to these abstract ideas of nationhood.

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**SECTION D — Short Answer Questions (3–4 marks each)**

Write your answers in 80–100 words. These questions test your understanding of specific facts and concepts.

**1. What was the vision of Frédéric Sorrieu in his 1848 print?**

Frédéric Sorrieu, a French artist, visualised his dream of a world made up of 'democratic and social republics'. His 1848 print shows the peoples of Europe and America — men and women of all ages and social classes — marching in a long train, offering homage to the Statue of Liberty. The torch of Enlightenment is held in one hand and the Charter of the Rights of Man in the other. Nations are identified through their flags and national costumes. Leading the procession are the United States and Switzerland, which were already nation-states at the time. The print represents a utopian vision of free, equal nations living in fraternity.

**2. What was the significance of the 'Estates General' being renamed the 'National Assembly'?**

The renaming of the Estates General to the National Assembly was symbolically and politically significant. The Estates General was the old representative body under the monarchy, divided into three estates based on social rank — clergy, nobility and commoners. By electing and renaming it the National Assembly, the French revolutionaries declared that sovereignty now resided in the body of citizens, not in the monarch. This was a fundamental shift — the nation was now understood as a collective of citizens with equal rights, not a collection of subjects under a king. It marked the birth of the modern concept of national citizenship.

**3. How did Napoleon's rule in France become a 'return to monarchy' despite the Revolution?**

Napoleon had initially been seen as the embodiment of the revolutionary ideals of liberty and equality. However, by 1799, he seized power in France and, though he retained many revolutionary reforms — such as the Civil Code — in practice he destroyed democracy. He crowned himself Emperor and established centralised control. The Civil Code went back to limited suffrage and reduced women to the status of minors. He used French military power to conquer and dominate other European nations. Thus, while he spread revolutionary principles abroad through administrative reforms, at home and in conquered territories, his rule effectively became a return to authoritarian governance.

**4. What were the conservative regimes set up after 1815 and how did they try to suppress nationalism?**

Conservative regimes set up after the Congress of Vienna (1815) were autocratic in nature. They did not tolerate criticism or dissent, and sought to curb activities that questioned the legitimacy of autocratic governments. Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs that reflected the ideas of liberty and freedom. Revolutionary societies were driven underground. Secret societies like the Carbonari in Italy and Mazzini's Young Italy were formed to resist these regimes. Despite repression, the ideas of liberalism and nationalism continued to spread, eventually fuelling the revolutions of 1848.

**5. Who was Giuseppe Garibaldi and what was his contribution to Italian unification?**

Giuseppe Garibaldi (1807–82) was one of the most celebrated Italian freedom fighters. He came from a family engaged in coastal trade and served as a sailor in the merchant navy. He participated in a republican uprising in Piedmont in 1834 and had to flee to South America. He returned in 1848 and led the famous Expedition of a Thousand to South Italy in 1860. His Red Shirt volunteers helped win the Kingdom of Two Sicilies and the local peasants' support drove out the Spanish rulers. In 1870, when war broke out with Prussia, France withdrew its troops from Rome, and Garibaldi led an army of volunteers to Rome, finally completing Italian unification when the Papal States joined Italy.

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### 6. What was the role of 'das volk' in German Romanticism and nationalism?

The term 'das volk' means 'the common people' in German. Johann Gottfried Herder, the German philosopher, argued that true German culture was to be discovered not in cities or among aristocrats, but among the common people — through their folk songs, folk poetry and folk dances. Herder believed the spirit of the nation (the *Volksggeist*) lived in this folk culture. Collecting and recording folk songs, tales and dances was therefore not merely a cultural exercise, but a deeply political one — it was part of the project of building a German national identity. The Grimm Brothers continued this tradition by collecting fairy tales that they believed expressed the authentic German national spirit.

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### 7. How was Ireland incorporated into the United Kingdom and what was the impact on Irish culture?

Ireland was a country deeply divided between Catholics and Protestants. The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country. Catholic revolts against British dominance were suppressed. After a failed revolt led by Wolfe Tone and his United Irishmen in 1798, Ireland was forcibly incorporated into the United Kingdom in 1801. The creation of a new 'British nation' was promoted through the propagation of a dominant English culture. The symbols of the new Britain — the Union Jack flag, the national anthem 'God Save Our Noble King', and the English language — were actively promoted. Scotland's and Ireland's older cultural traditions were suppressed or treated as subordinate.

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### 8. What does the symbol of 'broken chains' in the Germania painting represent?

In the allegorical paintings of Germania — the female figure representing the German nation — the symbol of broken chains represents 'Being Freed'. This is a powerful nationalist symbol. The chains represent the bondage and subjugation under which the German people had lived — either under the control of petty autocratic princes, or under foreign domination. The breaking of the chains therefore represents the liberation of the German nation, the throwing off of oppression and the emergence of a free, unified people. In the context of 19th-century German nationalism, this symbol was a call to unite and overthrow the existing fragmented, autocratic political order.

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**SECTION E — Long Answer / Essay Type Questions (5–6 marks each)**

*Write your answers in 150–200 words. These questions require you to analyse, compare and explain concepts in depth. Aim for a structured answer with a brief introduction, key points and a conclusion.*

**1. Explain the causes and consequences of the 1848 Revolutions in Europe.**

**Introduction:** The year 1848 saw widespread revolutions across Europe — often called the 'Springtime of Nations'. These revolutions had both economic and political causes and had profound consequences.

**Economic Causes:** The first half of the 19th century saw enormous population growth all over Europe. There were more job-seekers than employment. People migrated from rural areas to cities, living in overcrowded slums. Small producers faced stiff competition from cheap machine-made English goods. Bad harvests in 1845–47 and food shortages led to widespread poverty and misery. The journalist Wilhelm Wolff vividly described the misery of Silesian weavers who revolted against contractors in 1845.

**Political Causes:** Educated middle classes in Germany, Italy, Poland and the Austro-Hungarian Empire combined economic grievances with demands for constitutional governance and national unification. Liberal nationalist ideas inspired by Mazzini had been circulating through secret societies. The conservatives' suppression of press freedom and civil liberties had created deep resentment.

**Consequences:** In France, the monarch abdicated and a republic was proclaimed. National workshops were set up to provide employment. In Germany, the Frankfurt Parliament attempted to draft a constitution for a unified German nation-state. In Italy and Hungary, uprisings demanded independence. However, most revolutions were ultimately suppressed by conservative forces. Despite their immediate failure, the revolutions forced monarchs to realise that purely repressive tactics were insufficient. After 1848, Central and Eastern European rulers began abolishing serfdom and bonded labour, and granting concessions to liberal-nationalists.

**Conclusion:** The 1848 revolutions, though unsuccessful, marked a turning point — they demonstrated that the ideas of nationalism and liberalism could not be permanently suppressed, and that the old conservative order had to adapt or be swept away.

**2. 'Germany and Italy achieved national unification through different methods.' Discuss with reference to the roles of key leaders.**

**Introduction:** Both Germany and Italy were fragmented political entities in the first half of the 19th century. Both achieved unification by the 1870s, but through notably different approaches — although in both cases, military power played a central role.

**German Unification:** After the failure of the Frankfurt Parliament in 1848, it became clear that Germany could not be unified through liberal democratic means. Prussia took the lead under Otto von Bismarck, who famously declared 'Iron and Blood' as the basis of unification. Bismarck used the Prussian army and bureaucracy to wage three wars — against Denmark, Austria and France — over seven years. Each victory expanded Prussian territory and weakened opposition. The German Empire was formally proclaimed in the Hall of Mirrors at Versailles on 18 January 1871, with Kaiser William I as Emperor. Prussian measures — banking, currency, legal systems — became the model for all of Germany. The process was decidedly 'top-down', driven by conservative statecraft rather than popular democracy.

**Italian Unification:** Italy's unification involved a combination of revolutionary idealism, diplomatic skill and military campaigns. Giuseppe Mazzini provided the ideological foundation through Young Italy and Young Europe, though his revolutionary uprisings failed in 1831 and 1848. The real work was done by Count Cavour, Chief Minister of Sardinia-Piedmont, who used diplomacy to form an alliance with France and defeat Austria in 1859. Giuseppe Garibaldi, the most charismatic figure, led the famous Expedition of the Thousand to South Italy in 1860, winning the Kingdom of Two Sicilies with his Red Shirts. Victor Emmanuel II was proclaimed King of united Italy in 1861, though the Papal States were only fully incorporated in 1870.

**Comparison:** Germany's unification was driven primarily by Prussian military power and conservative leadership (Bismarck). Italy's unification was a blend of revolutionary idealism (Mazzini), diplomatic skill (Cavour) and military heroism (Garibaldi). Both resulted in a unified nation-state, but neither was a fully democratic achievement — the liberal hopes of 1848 were only partially fulfilled.

**Conclusion:** While both Germany and Italy were unified through military means rather than liberal democratic processes, Italy's path involved a broader coalition of forces, whereas Germany's unification was essentially a Prussian military project imposed from the top.

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### **3. How did culture — art, literature, music and language — contribute to the development of nationalism in Europe?**

**Introduction:** The development of nationalism in Europe was not purely a political phenomenon. Culture — art, literature, folk music, vernacular language and storytelling — played an equally important role in giving shape and emotional depth to nationalist feelings.

**Romanticism and National Identity:** Romanticism was a cultural movement that emerged as a reaction against the Enlightenment's emphasis on reason and science. Romantic artists and poets sought to create a sense of a shared collective heritage. They celebrated folk culture, rural life, historical legends and mystical feelings as the true expression of national character.

**Role of Folk Culture:** German philosopher Johann Gottfried Herder argued that true German culture lay among the common people (das volk) — in folk songs, folk poetry and folk dances. Collecting these was essential to nation-building. The Grimm Brothers spent six years travelling from village to village, collecting folk tales which they published in 1812. They saw their work as a way to oppose French cultural domination and create a German national identity.

**Role of Language:** Language was a particularly powerful tool of nationalism. In Poland, after Russian occupation, the Polish language was used as a weapon of national resistance — it was used in Church gatherings and religious instruction, as a symbol of the struggle against Russian dominance. Karol Kurpinski, the Polish composer, celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

**Visual Arts and Allegory:** Artists created allegorical figures of the nation — Marianne in France (representing Liberty and the Republic) and Germania in Germany (representing heroism and readiness to fight). These figures, placed on coins, stamps and public squares, gave the abstract idea of nationhood a tangible, visible form.

Conclusion: Culture thus served as both a vehicle and a force-multiplier for nationalism. It carried nationalist ideas to people who could not read political pamphlets, and gave those ideas an emotional resonance that purely political argument could not achieve.

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**SECTION F — Matching Exercise (Match Column A with Column B)**

Match each term, person or event in Column A with the most appropriate description in Column B. The answer key is given at the bottom of each table.

**Table 1 — Personalities and Their Contributions**

Column A — Person	Column B — Contribution / Description
1. Frédéric Sorrieu	(a) Chief Minister of Sardinia-Piedmont; formed alliance with France to defeat Austria in 1859.
2. Napoleon Bonaparte	(b) Italian revolutionary; founded Young Italy and Young Europe; believed in democratic nation-states.
3. Duke Metternich	(c) French artist who prepared the 1848 series of prints visualising a world of democratic and social republics.
4. Giuseppe Mazzini	(d) Austrian Chancellor who hosted the 1815 Congress of Vienna and championed conservatism across Europe.
5. Otto von Bismarck	(e) Introduced the Civil Code of 1804; unified European territories under French administrative principles.
6. Count Cavour	(f) Prussian Chief Minister; unified Germany through 'Iron and Blood' — three wars over seven years.
7. Giuseppe Garibaldi	(g) Led the Expedition of a Thousand (Red Shirts) to South Italy, winning the Kingdom of Two Sicilies.
8. Lord Byron	(h) English Romantic poet who went to fight for Greek independence and died of fever there in 1824.
9. Ernst Renan	(i) German philosopher who argued that true German culture lay in the folk songs and traditions of das volk.
10. Johann Gottfried Herder	(j) French philosopher who delivered the famous lecture 'What is a Nation?' at the Sorbonne in 1882.

**Answer Key — Table 1:**

1→(c) 2→(e) 3→(d) 4→(b) 5→(f) 6→(a) 7→(g) 8→(h) 9→(j) 10→(i)

**Table 2 — Events and Dates / Years**

Column A — Event	Column B — Year / Date
1. French Revolution begins	(a) 1871
2. Napoleon's Civil Code introduced	(b) 1832

3. Congress of Vienna	(c) 1789
4. Greek War of Independence begins	(d) 1804
5. Treaty of Constantinople — Greece independent	(e) 1834
6. Zollverein formed	(f) 1848
7. Frankfurt Parliament convened	(g) 1815
8. Victor Emmanuel II proclaimed King of Italy	(h) 1821
9. German Empire proclaimed at Versailles	(i) 1861
10. First World War begins	(j) 1914

**Answer Key — Table 2:**

1→(c) 2→(d) 3→(g) 4→(h) 5→(b) 6→(e) 7→(f) 8→(i) 9→(a) 10→(j)

**Table 3 — Key Terms and Their Definitions**

Column A — Term	Column B — Definition / Explanation
1. Absolutism	(a) A direct vote by which all the people of a region are asked to accept or reject a proposal.
2. Utopian	(b) The right to vote.
3. Plebiscite	(c) A political philosophy that stresses the importance of tradition, established institutions and gradual development over quick change.
4. Suffrage	(d) A government or system of rule with no restraints on the power exercised; centralised, militarised and repressive.
5. Conservatism	(e) Awareness of women's rights and interests based on the belief in the social, economic and political equality of the genders.
6. Feminism	(f) A vision of a society so ideal that it is unlikely to actually exist.
7. Ideology	(g) Relates to a common racial, tribal or cultural origin or background that a community identifies with or claims.
8. Ethnic	(h) A system of ideas reflecting a particular social and political vision.
9. Allegory	(i) When an abstract idea is expressed through a person or a thing; an allegorical story has two meanings — one literal and one symbolic.
10. Zollverein	(j) A German customs union formed in 1834 at the initiative of Prussia, which abolished tariff barriers among German states.

**Answer Key — Table 3:****1→(d) 2→(f) 3→(a) 4→(b) 5→(c) 6→(e) 7→(h) 8→(g) 9→(i) 10→(j)****A note from your teacher — Om Sikarwar**

*I have put this workbook together with the genuine belief that history is not a list of dates to memorise — it is a conversation between the past and the present. When you read about the nationalists of 19th-century Europe fighting for their identity, their language, and their right to self-governance, ask yourself: what does this mean for us today? That question will always give your answer something special — a depth that no textbook can teach you on its own. Work hard, stay curious, and good luck in your examinations!*

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