

UNIT-I

India and the Contemporary World-II

CHAPTER

1

THE RISE OF NATIONALISM IN EUROPE

Syllabus

- *Nationalism in Europe :*
- *The growth of nationalism in Europe after the 1830s.*
- *The ideas of Giuseppe Mazzini, etc.*
- *General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.*



TOPIC-1 Rise of Nationalism in Europe

Quick Review

- Nineteenth Century was associated with the rise of nationalism and nation states.
- Nationalism in Europe can be traced back to the decline of Feudalism and the beginning of Renaissance. The Renaissance in Europe fostered new political ideas.
- Frederic Sorrieu was a French artist famous for prints prepared in 1848 that visualized the dream of a world consisting of Democratic and Social Republics.
- Nationalism is a feeling of oneness with the society or the state, love and devotion for the motherland and belief in the political identity of one's country are the basic attributes of nationalism.
- Nationalism is a sense of identity with the nation. Many European nations experienced heightened periods of nationalism in the 19th century.
- Nationalism in Europe can be traced back to the decline of feudalism and the beginning of the Renaissance. The Renaissance in Europe fostered new political ideas.
- The concepts of liberty, equality, fraternity and nationalism dominated the social and political scene of Europe in the 19th century.
- **French Revolution :**
 - The French Revolution in 1789 was an influential event that marked the age of revolutions in Europe. The major outcome of the revolution was the formation of a constitutional monarchy and a sizeable reduction in the royal and feudal privileges.
 - It paved the way for the achievement of bigger goals of national identity and national pride, which can be aptly called Nationalism.
 - After the French Revolution, emerged a famous historical personality and warrior, Napoleon Bonaparte. He introduced several effective administrative changes like the Civil Code of 1804, also known as the Napoleonic code.
- **Salient features of the French Revolution were:**
 - France was under absolute monarchy in 1789.
 - The Revolution transferred the sovereignty from the monarch to the French people.

TOPIC - 1

Rise of Nationalism in Europe ... P. 01

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- Ideas of La patrie (the fatherland) and Le citoyen (the citizen) adopted.
- Estates General elected by the body of active citizens and renamed the National Assembly.
- French armies moved into Holland, Belgium, Switzerland and Italy in the 1790s with a promise of liberating the people from their despotic rulers.
- **Advent of Liberalism in Europe :**
- During the mid-18th century, Europe was divided into several small kingdoms and principalities. The concept of nation-states did not exist at all. People from diverse ethnic groups lived in Eastern and Central Europe.
- The prominent empires in Europe were the autocratic Ottoman Empire that ruled over Eastern and Central Europe, and Greece and the Habsburg Empire that ruled over Austria-Hungary.
- **Rise of Conservatism and Revolutionaries :**
- The middle class believed in freedom and equality of all individuals before law. Liberalism was used to end aristocracy and clerical privileges. After the defeat of Napoleon Bonaparte in 1815, the European government adopted the idea of conservatism.
- **Napoleon (1769-1821) ruled France from 1799 to 1815.**
 - Assumed absolute powers in 1799 by becoming the First Consul.
 - Civil Code/Napoleonic Code (1804).
 - Established equality before law and abolished all privileges based on birth.
 - Abolished feudal system and freed peasants from serfdom.
 - Taxation and censorship were imposed and military services were made mandatory.
- Conservatism was a political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development to quick change.
- After 1815, several liberals began working in secret societies all over Europe to propagate their views and train revolutionaries. Revolutionaries were seen as a threat to the restored monarchies, and hence, were repressed.
- Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles, and Young Europe in Berne.
- In 1831, Mazzini was sent into exile for attempting a revolution in Liguria. Mazzini believed in the unification of the small kingdoms and principalities in Italy. These societies were joined by like-minded young men from Poland, France, Italy, and the German states.

Know the Terms

- **Utopian vision :** Utopian vision refers to a vision of a society that is so ideal that it is unlikely to actually exist.
- **Absolutism :** Absolutism refers to a system of rule that has no restraints on the power exercised.
- **Plebiscite :** The direct vote of all the members of an electorate on an important public question such as a change in the constitution.
- **French Revolution :** The French Revolution in 1789 was an influential event that marked the age of revolutions in Europe. The major outcome of the revolution was the formation of a constitutional monarchy and a sizeable reduction in the royal and feudal privileges.
- **Nationalism :** A feeling of oneness with the society or the state, love and devotion for the motherland and belief in the political identity of one's country are the basic attributes of nationalism.
- **Nation-state :** A state that establishes itself as a separate political and geographical entity and functions as a complete and sovereign territorial unit. This concept emerged in 19th century Europe as a result of the growth of nationalism.
- **Modern State :** A state in which sovereignty is exercised by a centralized power over a specific territory and population.
- **Liberal Nationalism Means :** (i) Individual freedom (ii) Equality before law (iii) Government by consent (iv) Freedom of markets (v) Abolition of state-imposed restrictions on the movement of goods and capital.
- **Napoleonic Code :** The Civil Code of 1804 introduced by Napoleon, was known as the Napoleonic Code. This code did away with all privileges based on birth, established equality before the law and secured the right to property.
- **Zollverein :** A customs union formed in 1834 at the initiative of Prussia. It abolished tariff barriers and reduced the number of currencies from over thirty to two.
- **Habsburg Empire :** The empire that ruled Austria, Hungary including the Alpine regions of Tyrol, Austria, the Sudetenland and Bohemia.

- **Ottoman Empire** : A former Turkish empire ruled by the Caliph-the spiritual and temporal head of the Muslims.
- **Ideology** : System of ideas reflecting a particular social and political vision.
- **Conservatism** : It is a political and social philosophy promoting traditional social institutions in the context of culture and civilization.
- **Suffrage** : The right to vote in political elections.

Know the Personalities

- **Frederic Sorrieu** : He was a French artist famous for a series of four prints prepared in 1848 that visualized the dream of a world consisting of 'Democratic and Social Republics'.
- **Napoleon (1769-1821)** : A French military and political leaders who gained prominence during the French Revolution. Ruled France from 1799 to 1815. Assumed absolute powers in 1799 by becoming the First Consul.
- **Giuseppe Mazzini** : Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles and Young Europe in Berne.
- **Duke Metternich** : The chief architect and host of the Treaty of Vienna was the Austrian Chancellor, Duke Metternich.

Know the Dates

- **1797** : Napoleon invades Italy; Napoleonic wars begin.
- **1804** : Napoleonic Code was introduced, did away with all privileges based on birth. Upheld equality before the law.
- **1814-15** : Fall of Napoleon; the Vienna Peace Settlement.
- **1821** : Greek struggle for independence begins.
- **1832** : Greece gained independence.
- **1834** : Zollverein or the Customs Union was formed in Prussia to abolish tariff barriers.
- **1848** : Revolutions in Europe; Artisans, industrial workers and peasants revolt against economic hardships; middle classes demand Constitutions and representative governments; Italians, Germans, Magyars, Poles, Czechs, etc., demanded for nation-states.

Know the Links

- www.authorstream.com/.../mynameisbhanu-1586877-rise-nationalism-europe
- www.excellup.com/classen/ssten/nationalsimeur



Very Short Answer Type Questions

(1 mark each)

- Q. 1.** What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe?
(Board Term-II, Delhi Set-I, II, III, 2015)
Ans. The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens. **1**
- Q. 2.** What was the main aim of the French revolutionaries?
(Board Term-II, Outside Delhi Set-I, II, III, 2015)
Ans. The main aim of French revolutionaries was to create a sense of collective identity amongst the French people. **1**
- Q. 3.** What was the main aim of revolutionaries of Europe during the years following 1815?
(Board Term-II, Delhi, Set-III, 2016)
Ans. To oppose monarchical forms of government. It emphasized the notion of a united community enjoying equal rights under a constitution. **1**
- Q. 4.** What was the meaning of liberalism in early nineteenth century in Europe ?
(Board Term-II, Foreign, Set-I, 2016)
Ans. Liberalism stood for freedom for individual and equality for all before the law. **1**
- Q. 5.** What was the main aim of Treaty of Vienna 1815?
(Board Term-II, Foreign, Set-II, 2016)
Ans. The Congress of Vienna was convened in 1815 by the four European powers which had defeated Napoleon. The first goal was to establish a new balance of power in Europe which would prevent imperialism within Europe, such as Napoleonic empire, and maintain the peace between the great powers. **1**



Short Answer Type Questions

(3 marks each)

- [A] Q. 1. Describe any three steps taken by French revolutionaries to create a sense of collective identity among the French people?**

(Board Term-II, (Set-II022) 2012, 2010) Board
Delhi Set - I, II, III (2017)

Ans. The steps taken to create a sense of collective identity amongst French people by the French revolutionaries included :

- (i) Ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasising the notion of a united community enjoying equal rights under a constitution.
- (ii) A new French flag, a tricolour was chosen.
- (iii) New hymns, oaths and martyrs commemorated in the name of the nation.
- (iv) Uniform system of weights, measures was adopted and abolition of internal customs.
- (v) Promoting French as a common language of the nation.

(Any three) $1 \times 3 = 3$

- [A] Q. 2. Describe the event of French Revolution which had influenced the people belonging to other parts of Europe.**

(Board Term-II, Delhi Set-I, II, III, 2015)

Ans. The events of French Revolution which had influenced the people belonging to other parts of Europe :

- (i) Students and other members of educated middle class began to Set-up Jacobin clubs.
- (ii) Their activities and campaigns prepared the way for the French armies.
- (iii) The French armies began to carry the idea of nationalism abroad.
- (iv) Thus, created a sense of collective identity.

$1 \times 3 = 3$
(Any three)

- [A] Q. 3. List any three features of the Civil Code of 1804 usually known as the Napoleonic Code.**

(Board, Term-II, (Set-SPXOUWE), 2014)

Ans. Napoleon Bonaparte incorporated revolutionary principles in administrative field in order to make the whole system more rational and efficient.

- (i) It did away with all privileges based on birth.
- (ii) It established equality before law and secured the right to property.
- (iii) It simplified administrative divisions and abolished feudal system.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2014)

- [U] Q. 4. How did the local people in the areas conquered by the Napoleon react to French rule ? Explain.**

(Board Term-II, Delhi Set-II, 2014)

Ans.(i) Peasants, artisans, workers and businessmen enjoyed this newly found freedom.

- (ii) They realised that Uniform laws and standardised weights and measures and a common national currency would be more helpful in trade as it would facilitate the movement and exchange of goods and capital from one region to another.

- (iii) Increase in taxes, censorship and forced conscription in French armies were seen as outweighing the advantage of administrative changes which Napoleon brought.

$1 \times 3 = 3$ (CBSE Marking Scheme, 2014)

- [R] Q. 5. Why was the Napoleonic rule over other regions unpopular with some sections of Europe ?**

(Board Term-II, (Set-II027), 2012)

Ans. Reasons of unpopular Napoleonic rule over other regions were :

- (i) Administrative reforms did not go hand-in-hand with political freedom. The newly annexed regions found themselves under the French rule.
- (ii) The newly acquired territories had to face increased taxation and censorship.
- (iii) The forced conscription into French army to conquer other parts of Europe was not popular with the newly conquered people.

$1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

- [U] Q. 6. How was the ideology of liberalism allied with National Unity in early 19th century in Europe? Explain in three points.**

(Board Term-II, (Set-68006) 2012)

Ans. The ideology of liberalism allied with Nationalism in the following ways :

- (i) Liberalism stood for freedom for the individual and equality of all before law.
- (ii) It emphasized on the concept of government by consent.
- (iii) It stood for the end of autocracy and clerical privileges.
- (iv) It believed in a constitution and representative government through Parliament.
- (v) It emphasized the inviolability of private property.

(Any three) $1 \times 3 = 3$ (CBSE Marking Scheme, 2012)

- [A] Q. 7. "A wave of economic nationalism strengthened the wider nationalist sentiments growing in Europe." Which class brought about this change? How did they bring about this change? Explain with two reasons.**

(Board Term-II, 2012, Set-68004)

Ans. The change was brought about by the new middle class.

- (i) They brought about the change in two ways :
 - (a) Formation of Zollverein.
 - (b) Tariff barriers were abolished.
- (ii) Reduced the number of currencies from over thirty to two.
- (iii) Creation of railways helped them in mobility and harnessing economic interests.

(Any two) $1 + 2 = 3$

- [R] Q. 8. How did the Treaty of Vienna change the map of Europe?**

(Board Term II, (Set-68019) 2012)

OR

How did conservatives establish their power after 1815?

Ans. The Congress of Vienna convened to re-map post-Napoleonic Europe and prevent the rebuilding of a strong France.

- (i) The conservatives believed in modern army, an efficient bureaucracy and a dynamic economy.
- (ii) In 1815, the European powers-Britain, Russia, Prussia and Austria defeated Napoleon at Vienna to draw-up settlement of Europe.
- (iii) The conference was hosted by Austrian Chancellor-Duke Metternich.
- (iv) The Treaty of Vienna of 1815 was signed to undo most of the changes that had come during Napoleonic War.
- (v) The deposed Bourbon Dynasty was restored to power.
- (vi) France lost its territories, annexed under Napoleon.
- (vii) To prevent further expansion of French territories, series of states were set-up on boundaries.
- (viii) Kingdom of Netherlands including Belgium was set-up in north.
- (ix) Genoa was added to Piedmont in south.
- (x) Prussia was given new territories in western frontiers.
- (xi) Austria was given the control of northern Italy.
- (xii) The Eastern Russia was given a part of Saxony.
- (xiii) 39 states of German Confederation were left untouched. (CBSE Marking Scheme, 2012)

$\frac{1}{2} \times 6 = 3$ (Any six)

Q. 9. Explain any three provisions of the Treaty of Vienna of 1815. (Board Term-II, 2012, 2016)

OR

What was the impact of Treaty of Vienna (1815) on European people? Write any three points.

(Board Term-II, (Set-68019) 2012)

Ans. Provisions of Treaty of Vienna :

- (i) Bourbon dynasty was restored to power in France.
- (ii) France lost the territories it had annexed under Napoleon.
- (iii) The kingdom of Netherlands was set-up in North and Genoa was added to Piedmont in the South.
- (iv) Prussia was given new territories on its Western frontier.
- (v) Austria was given control of Northern Italy.
- (vi) Russia was given part of Poland and Prussia was given a part of Saxony. (Any three) $1 \times 3 = 3$ (CBSE Marking Scheme, 2012)

Q. 10. Why in the years after 1848, the autocrats of central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815? Explain.

(Board Term-II, (Set-KCG 34U9) 2016)

OR

What forced the monarchs to introduce reforms in the society.

Ans. (i) Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Monarchs were beginning to realise that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.

(ii) Hence, 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 dominations and in Russia.

(iv) The Habsburg rulers granted more autonomy to the Hungarians in 1867. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2016)

Q. 11. Explain any three changes which Napoleon introduced to make the administrative system more efficient in Europe. (Board Term-II, 2011)

OR

What changes were brought due to Napoleon's reforms and code? What were the reactions to these changes?

OR

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

Ans. Napoleon introduced following changes to make the administrative system more efficient in Europe :

- (i) The Civil Code of 1804, known as Napoleonic Code, did away with all the privileges based on birth.
- (ii) Administration became more efficient.
- (iii) Secured the Right to property.
- (iv) Simplified administrative divisions.
- (v) Abolished feudal system.
- (vi) Freed peasants from serfdom and dues.
- (vii) In the towns too, guild restrictions were removed.
- (viii) Transport and communication improved.
- (ix) Peasants, artisans, workers and new businessmen enjoyed new-found freedom uniform laws, standardized weights and the measures facilitated the movement of goods and capital from one region to another.

Reactions to these changes : Businessmen and small scale producers of goods in particular began to realise.

(CBSE Marking Scheme, 2011) 3

Q. 12. Explain any three reasons for the nationalist upsurge in the 19th century Europe.

(Board Term II, (Set-12/B1) 2011)

Ans. Reasons for the Nationalist upsurge in the 19th century Europe :

- (i) Oppression of people under absolute rulers.
- (ii) Liberal ideas spread by well-known philosophers and leaders.

- (iii) The French Revolution inspired the people to fight for freedom.
- (iv) The slogan 'Liberty, Equality and Fraternity' became the clarion call for the common people.
- (v) With the outbreak of revolutionary wars, the French army and its soldiers began to carry the ideas of nationalism abroad.

(Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2011)

Q. 13. What was the status of France as a state before 1789? Which two political and

constitutional changes came in the wake of the French Revolution?

(Board Term-II, (Set-WVIVSA5) 2015)

Ans. France was a full-fledged territorial state in 1789 under the rule of an absolute monarch.

- (i) French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
- (ii) The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny. So, the French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. Describe the impact of Napoleonic reforms on the rest of Europe.

(Board Term-II, (Set-KZQI05) 2015)

- Ans. (i) Napoleon was Set-about introducing many of the reforms that he had already introduced in France.
- (ii) Through a return to monarchy, 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.
 - (iii) The Civil Code of 1804-usually known as the Napoleonic Code-did away with all privileges based on birth, established equality before the law and secured the right to property.
 - (iv) This Code was exported to the regions under French control.
 - (v) In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
 - (vi) In the towns too, guild restrictions were removed.
 - (vii) Transport and communication systems were improved.

(Any five) $1 \times 5 = 5$

Q. 2. Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the nineteenth century in Europe.

(Board Term-II, 2014)

- Ans.(i) The absence of freedom of markets.
- (ii) State imposed restrictions on movement of goods and capital.
 - (iii) Time consuming calculations resulting from difference in currency, weight and measurement.
 - (iv) The first half of the 19th century had low explosive population growth.
 - (v) Job-seekers were more and employment opportunities were less.
 - (vi) Small producers faced stiff competition from import of cheap machine-made goods.
 - (vii) Peasants struggled under the burden of feudal dues.

$1 \times 5 = 5$

(CBSE Marking Scheme, 2014)

Q. 3. What does the term 'Liberalism' mean ? What did it mean to different classes and people ?

(Board Term-II, (Set-68009) 2012)

Ans. **Liberalism** : Derived from Latin word 'liber' means 'free'. It meant differently to different people.

Middle class : For the new middle classes it stood for freedom of individual and equality of all before law.

Politically : It emphasized government by consent. There was to be an end to autocracy and clerical privileges. The right to vote was meant to be only for property owning men. The lower classes were therefore not included. In general, it stood for inviolability of private property and freedom of the markets from state imposed restrictions on the movement of goods.

Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament.

$2 + 3 = 5$ (CBSE Marking Scheme, 2012)

Q. 4. Who hosted 'Vienna Congress' in 1815 ? Analyse the main changes brought by the 'Vienna Treaty.'

(Board Delhi Term-II (Set-I, II, III) 2017)

Ans. Congress of Vienna was hosted by Austrian Chancellor Duke Metternich in 1815.

The following changes were made:

- (i) The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power and France lost the territories it had annexed.
- (ii) A series of states were set up on the boundaries of France to prevent the French expansion in future. Thus, the kingdom of the Netherlands, which included Belgium, was set up in the North and Genoa was added to Piedmont in the South.
- (iii) Prussia was given important new territories on its Western frontiers, while Austria was given control of Northern Italy.
- (iv) The German confederation of 39 states that had been set up by Napoleon was left untouched.

$1 + 4 = 5$

Q. 5. "The first clear expression of nationalism came with the French Revolution in 1789." Explain the meaning of nationalism and throw light on the statement.

(Board Outside Delhi Term-II (Set-I, II, III) 2017)

Ans. (i) Nationalism is a feeling of people within a state territory, which make them develop a sense of collective identity and share history or descent. This feeling works as a binding force among people.

(ii) Before 1789, France was under absolute monarchy. With French revolution, Monarch was throne out and a sovereign body of French citizens was established.

This revolution made France the nation-state and made many political and constitutional changes

like :

- (a) A new French flag was adopted to replace former royal standard.
- (b) The estate general, renamed as General assembly, became an elected body.
- (c) Centralized administration and uniform civil laws were made for citizens.
- (d) Uniform weighing and measurement system was adopted.
- (e) French became the national language of France.

All these changes gives a clear expression of collectivism and gave people true power to shape the destiny of France. Thus France became a nation-state and world got a clear expression of nationalism through the French revolution. 5



TOPIC - 2

The Age of Revolutions (1830-1848) and the Unification of Germany and Italy

Quick Review

- **Liberalism and nationalism** became associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.
- **The first upheaval** took place in France, in July 1830.
- **The Greek War of Independence** was another event which mobilised nationalist feelings among the educated elite in Europe.
- **Culture played** an important role in creating the idea of the nation. Art and poetry, stories, music helped express and shape nationalist feelings.
- **Romanticism** was a cultural movement which sought to develop a particular form of nationalist sentiment.
- **Language** too played an important role in developing nationalist sentiments.
- **The 1830s saw** a rise in prices, bad harvest, poverty in Europe. Besides the poor, unemployed and starving peasants, even educated middle classes, revolted.
- In 1848, a large number of political associations came together in Frankfurt and decided to vote for an all-German National Assembly.
- **The issue** of extending political rights to women became a controversial one.
- **Conservative forces** were able to suppress liberal movements in 1848, but could not restore the old order.
- **After 1848**, nationalism in Europe moved away from its association with democracy and revolution.

Know the Terms

- **Romanticism** : A cultural movement that rejected science and reason and introduced heart and emotions. The concern of the romantics was to create a sense of shared collective heritage and a common cultural past for arousing nationalism.
- **Revolutionaries** : Upholders of the idea of liberalism and against the conservative regimes of the 19th century.
- **Feminism** : Awareness of women's rights and interests based on political economic and social equality of genders is also known as Feminism.
- **Frankfurt Parliament** : A large number of political associations comprising of professionals, businessmen and prosperous artisans came together in the city of Frankfurt decided to vote for all German National Assembly. On 18th May-1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament convened at St. Paul's Church. They drafted a Constitution based on the system of Constitution monarchy.
- **Nationalistic Feeling (1830s)** : The sense of recognizing the society and nation as "we" and the sharing of many traits by its members. Culture with art and poetry, stories and music played a major role in the shaping and expression of nationalistic feelings and nation.

Know the Personalities

- **Louise Otto-Peters** : He was a German suffragist and women's rights movement activist who wrote novels, poetry, essays, and libretti.
- **Carl Welcker** : Carl Welcker, a member of the Frankfurt Parliament, had tremendous reservation against equal rights for women, and he ridiculed their demands as being against nature.

Know the Dates

- **1830** : The first upheaval took place in France, in July 1830.
- **1830** : Period of Economic Crisis in Europe.
- **1848** : Germans voted for National Assembly in Frankfurt.

Know the Links

- <https://www.britannica.com/.../history-of-Europe/The-age-of-revolution>
- <study.com/.../the-unification-of-germany-summary-timeline-events.html>
- www.powershow.com/view/3d6d9f-OGY5N/Unification_of_Italy



Very Short Answer Type Questions

(1 mark each)

Q. 1. Who remarked "When France sneezes the rest of Europe catches cold" ?

(Board, Term-II, Outside Delhi, Set-I, 2016)

Ans. Metternich. 1

Q. 2. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830–1848.

(Board Term-II, Outside Delhi, Set-II, 2016)

Ans. The Greek war of Independence. 1

Q. 3. Name the Treaty of 1832 that recognised Greece as an independent nation.

(Board, Term-II, Delhi Set-I, 2016)

OR

Which treaty recognised Greece as an independent nation ? (Board Term-II, 2011)

Ans. The Treaty of Constantinople of 1832 recognised Greece as an independent nation. 1

Q. 4. What was the major issue taken up by the liberal nationalists?

(Board Term-II, Foreign Set-I, II, III, 2015)

Ans. The major issue taken up by the liberal nationalists was the Freedom of Press. 1

Q. 5. What was the strong demand of the emerging middle classes in Europe during nineteenth century? (Board Term-II, Foreign, Set-III, 2016)

Ans. The strong demand of the emerging middle classes in Europe was :

- (i) Freedom of markets and
- (ii) The abolition of state imposed restructure on the movement of goods and capital. 1



Short Answer Type Questions

(3 marks each)

Q. 1. How had revolutionaries spread their ideas in many European States after 1815 ? Explain with example.

(Board Term-II, Outside Delhi-I, II, III, 2014)

Ans. (i) After 1815, many liberal nationalists went underground for the fear of repression like Giuseppe Mazzini, an Italian revolutionary who founded two underground societies; first Young Italy in Marseilles and then Young Europe in Berne. Following the footsteps of Mazzini, many secret societies were set-up in Germany, France, Switzerland and Poland.

(ii) Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiment. The Romantics used folk songs, folk poetry and folk dances to popularize the true spirit of the nation. *For example*, Karol Kurpinski celebrated the national struggle through his operas

and music in Poland. He turned folk dances; like polonaise and mazurka into nationalist symbols.

(iii) Language also played an important role in developing nationalist sentiments. For example: It was mainly used as a weapon of national resistance when Polish language was forced out of schools and the Russian language was imposed everywhere in Poland. 1 × 3 = 3

Q. 2. Describe the role of Giuseppe Mazzini as an Italian revolutionary.

(Board Term-II, (Set-68018) 2012)

Ans. The role of Giuseppe Mazzini as an Italian revolutionary:

- (i) He founded two secret societies—Young Italy in Marseilles and Young Europe in Berne.
- (ii) Members of these societies were like-minded young men from Poland, France, Italy and German states.

- (iii) Mazzini believed that God had intended nations to be the natural units of mankind.
- (iv) Mazzini's relentless opposition to monarchy and his vision of democratic republic frightened the conservatives. $1 \times 3 = 3$

▣ Q. 3. What were the effects of revolutionary upheaval in France in 1830 ?

(Board Term-II, Set-II081 2012, 11)

Ans. The effects of revolutionary upheaval in France in 1830 were :

- (i) The Bourbon dynasty, which was restored in 1815, was overthrown by liberal revolutionaries.
- (ii) A constitutional monarchy was installed with Louis Philippe as its head.
- (iii) An uprising was seen in Brussels, which led to Belgium breaking away from the United Kingdom of Netherlands.

$1 \times 3 = 3$ (CBSE Marking Scheme, 2012)

▣ Q. 4. Define the term Romanticism. How did it facilitate the promotion of nationalist sentiment?

(Board Term-II, (Set-TCJQ6VD) 2016)

OR

How did Romanticism pave the way for Nationalism in Europe? Explain.

(Board Term-II, (Set-68007) 2012)

Ans. Romanticism was a movement in the arts and literature, which originated in the late 18th century, emphasizing inspiration, subjectivity, and the primacy of the individual.

- (i) **Critical approach towards reason and science:** Romantic artists criticized the glorification of reason and science and focused on emotions, intuitions and mystical feelings.
- (ii) **Folk culture as the spirit of the nation:** Johann Gottfried Herder claimed that through folk songs, folk poetry and folk dances, the true spirit of nation could be popularised.
- (iii) **Emphasis on vernacular language:** They gave emphasis on vernacular language to recover the national spirit and to carry the modern nationalist message to large audience who were mostly illiterate. $1 \times 3 = 3$

▣ Q. 5. Explain the role of languages in developing the national sentiments in Europe.

(Board Term-II, (Set-06/C1) 2011)

Ans. Languages played an important role in developing the nationalist sentiments.

- (i) When Russia occupied Poland, the Polish language was banned, and it was replaced by the Russian language.
- (ii) Many members of the clergy in Poland began to use language as a weapon of national resistance.
- (iii) The use of Polish came to be seen as a symbol of the struggle against the Russian dominance. $1 \times 3 = 3$

▣ Q. 6. "The decade of 1830 had brought great economic hardship in Europe." Support the statement with arguments.

(Board Term-II, Outside Delhi, Set-I, II, III, 2016)

OR

Why the 1830's were the years of great economic hardship in Europe ? Give three reasons.

(Board Term-II, OD-Set-III, 2013, 12 Set-II080, 2011)

OR

Describe any three economic hardship faced by Europe in 1830s.

(Board Outside Delhi Term-II, Set-I, II, III, 2017)

- Ans.**
- (i) Enormous increase in population all over Europe.
 - (ii) 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
 - (iv) The rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

(Any three) $1 \times 3 = 3$

▣ Q. 7. "The development of nationalism did not come about only through wars and territorial expansion. Culture played an important role in creating the idea of the nation." Elaborate upon the statement. (Board SQP-2016)

OR

"Culture had played an important role in the development of nationalism in Europe during eighteenth and nineteenth centuries." Support the statement with examples.

(Board Term-II, Foreign Set-I, II, III, 2016)

OR

How did culture play an important role in creating the idea of the 'nation' in Europe ? Explain.

(Board Term-II, Delhi Set-II, 2013)

OR

Give three examples to show the influence of culture on the growth of nationalism in Europe.

(Board Term-II, (Set-68002) 2012)

Ans. Culture played an important role in creating the idea of the nation :

- (i) Art and poetry, stories and music helped to express and shape nationalist feelings.
- (ii) Romantic artists and poets generally became strong critics of reason and science in their glorified forms.
- (iii) 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. $1 \times 3 = 3$

▣ Q. 8. How did a wave of economic nationalism strengthen the wider nationalist sentiment growing in Europe? Explain.

(Board Term-II, Foreign Set-I, II, III, 2015)

Ans. Economic nationalism strengthened the wider nationalist sentiment. Economically, liberalism stood for

- (i) Freedom of markets;
- (ii) End of state restrictions on movement of goods and capital;

- (iii) A customs union or Zollverein was formed by Prussia in 1834, which many German states joined.
- (iv) This union reduced the number of currencies from over thirty to two and abolished tariff barriers.
- (v) A network of railways led to great mobility and gave an impetus to national unity.

(Any three) $1 \times 3 = 3$

Q. 9. Examine the role of women in the nationalist struggles of Europe. (NCERT) (Board Term-II, (Set-02/B1) 2011)

- Ans.** (i) Women had formed their own political associations.
- (ii) They took part in political meetings and demonstrations.
- (iii) Women attended the Frankfurt parliament also, though as observers, since the right to vote was not given them.
- (iv) Women also participated in large numbers in the liberal movement. $1 \times 3 = 3$
(Any three) (CBSE Marking Scheme, 2011)

Q. 10. What is the significance of 1848 for France and the rest of Europe ? What did the liberals demand? (Board Term-II, 2011)

- Ans.** (i) With many revolts like revolts of the poor, unemployed workers and starving peasants during 1848 in Europe, educated middle class of France also started a revolution for the abdication of the monarch and a republic based on universal male suffrage had been proclaimed.

- (ii) In other parts of Europe, men and women of the liberal middle classes combined their demands for constitutionalism with national unification.
- (iii) They took advantage of the growing popular unrest to push their demands for the creation of a nation state on parliamentary principles — a constitution, freedom of press and freedom of association.
- (iv) The issue of extending political rights to women was most controversial subject matter within the liberal movement in which large number of women had participated actively. $1 \times 3 = 3$ (Any three)

Q. 11. What are the political, social and economic ideas supported by the liberals in Europe ? (NCERT) (Board Term II, (Set-11/B1) 2011)

- Ans.** The political, social and economic ideas supported by the liberals were:
- (i) Politically, they demanded constitutionalism with national unification, nation-state with written constitution and parliamentary administration.
 - (ii) Socially, they wanted to rid society of its class-based partialities and birth rights. Serfdom and bonded labour had to be abolished.
 - (iii) Economically, they demanded freedom of markets and right to property. Abolition of state imposed restrictions on the movements of goods and capital. $1 \times 3 = 3$



Long Answer Type Questions

(5 marks each)

Q. 1. What happened during the year following 1815 when the fear of repression drove many liberal-nationalists underground ? Explain. (Board Term-II, (Set-KCG34U9) 2016)

- Ans.** (i) Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
- (ii) To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom.
- (iii) Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom. One such individual was the Italian revolutionary Giuseppe Mazzini.
- (iv) He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.
- (v) Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations.

- (vi) This unification alone could be the basis of Italian liberty. Following his model, secret societies were Set-up in Germany, France, Switzerland and Poland.
- (vii) Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.
(Any five) $1 \times 5 = 5$
(CBSE Marking Scheme, 2016)

Q. 2. How did the Greek War of Independence mobilized nationalist feeling among the educated elite across Europe ? Give five points. (Board Term-II, (Set-05/A1) 2011)

- Ans.** (i) Greece had been a part of the Ottoman Empire since the 15th Century.
- (ii) Struggle for independence began in 1821.
- (iii) Greece got support from Greeks living in exile and West-Europeans who had sympathies for ancient Greek culture.
- (iv) Poets and artists lauded Greece as the cradle of European civilisation and mobilized public opinion to support its fight against Muslim Empire.
- (v) The English Poet-Lord Byron, organised funds, fought in war and died of fever in 1824.

- (vi) The treaty of Constantinople of 1832 recognized Greece as an independent nation. (Any five)
1 × 5 = 5

Q. 3. How did culture play an important role in Europe in creating the idea of the nation ?

(Board Term-II, 2014, Foreign-2013, Delhi Set-II, (Set-68004) 2012)

Ans. Culture played an important role in creating the idea of a nation because of the following reasons :

- (i) Art and poetry, stories, music helped in shaping nationalist feelings in Europe.
- (ii) Romanticism was a cultural movement which played a role in this context. Romantic poets and artists were critical of reason and science.
- (iii) A sense of shared collective heritage was developed.
- (iv) Folk dance, Folk poetry, Folk songs were considered the true expression of the spirit of the nation.
- (v) Speaking in the vernacular language was another expression of nationalism. 1 × 5 = 5

Q. 4. Why were the years of 1830's of great hardship in Europe ? Explain any five reasons.

(Board Term-II, (Set-II076) 2012)

Ans. The decade of 1830 had brought great economic hardship or crisis in Europe due to the following reasons:

- (i) There was an enormous increase in population all over Europe.
- (ii) Migration of rural people to the cities further made the situation worse.
- (iii) Small scale producers in towns sometimes faced with stiff competition from rural areas where production was carried out mainly in homes or small workshops.

- (iv) These products imported from rural areas were obviously cheaper than the town-made products.

- (v) Due to population, the demand of foods increased. It led to the rise of food prices. This increased price along with a year of bad harvests led to widespread pauperism in town and country. 1 × 5 = 5

(CBSE Marking Scheme, 2012)

Q. 5. Explain the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals ?

(Board Term-II, (Set-68018) 2012)

Ans. The 1848 revolution of the liberals :

- (i) **The 1848 revolution** was led by the educated middle class along with the poor, unemployed starving peasants and workers in many European countries for fulfilling their demands of constitutionalism with national unification.
- (ii) **Political ideas:** In German regions, large number of political associations whose members were middle-class professionals, businessman and prosperous artisans came together in the city of Frankfurt and decided to vote for all German National Assembly.
- (iii) **Social ideas:** A large number of women had participated actively and formed their own political associations founded newspaper, took part in political meetings and struggled for right to vote.
- (iv) **Economic ideas:** Liberals struggled for abolition of serfdom and bonded labour and wanted freedom of market.
- (v) Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Thus, serfdom and bonded labour were abolished. 1 × 5 = 5



TOPIC - 3

Nation States — Unification of Italy, Germany and Britain

Quick Review

- After 1848, the conservatives began to use nationalist ideas to strengthen the monarchy. The unification of Italy and Germany came about through this process.
- **Unification of Germany (1866-1871)**
 - In 1848, middle-class Germans tried to unite the different regions of the German confederation into a nation state under an elected parliament.
 - In Prussia, nation building acts were repressed by the combined forces of the monarchy and the military and were supported by the landowners (Junkers).
 - Prussia took over the leadership of the movement.
 - Otto von Bismarck, chief minister of Prussia, was the architect of the leading role of Prussia in the process of nation-building.
 - Prussia emerged victorious after fighting three wars over seven years against the combined forces of Austria, Denmark and France and the process of unification of Germany was completed.
 - **18th January 1871:** The new German empire headed by the German Emperor Kaiser William I was declared in the Hall of Mirrors in the Palace of Versailles.
 - The unification of Germany established Prussian dominance in Europe.
 - The New German Empire focused on modernizing the currency, banking, legal and judicial systems.

➤ **Unification of Italy**

- Italy was divided into seven states.
 - Only Sardinia-Piedmont was ruled by an Italian princely house.
 - The North Italy was under Austrian Habsburgs.
 - The centre part was under Pope.
 - The South region was under the Bourbon Kings of Spain.
 - During the 1830s, Giuseppe Mazzini formed a coherent program for uniting the Italian Republic and formed a secret society called Young Italy.
 - Failure of the 1831 and 1848 revolutionary uprisings prompted King Victor Emmanuel II from Sardinia-Piedmont to unify the Italian states.
 - Chief Minister of Sardinia-Piedmont, Count Cavour, led the movement for the unification of Italy.
 - In the year 1859, Sardinia-Piedmont with an alliance with France defeated the Austrian forces.
 - In 1860 Sardinia-Piedmont's forces marched into south Italy and the Kingdom of the Two Sicilies and drove out the Spanish rulers.
 - In 1861, Victor Emanuel was declared as the king of united Italy and Rome was declared the capital of Italy.
- Britain has a different history of how it consolidated as a nation—state without uprisings and revolutions. The British Isles was inhabited by ethnic English, Welsh, Scot or Irish. The English nation grew more in power and wealth, and it began to exert influence over the other nations of the islands.
- The concept of nation states, with England as the centre, came in 1688 after the Parliament snatched power from the monarchy. In 1707, the Act of Union between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
- To ensure the growth of British identity, Scotland's cultural and political institutions were suppressed. The British imposed control over Ireland as well. Ireland was deeply divided into two groups, Catholics and Protestants. The English favoured the protestants, and helped them establish their dominance over a largely Catholic Ireland.
- In 1801, Ireland was forcibly incorporated into the United Kingdom after a failed Irish revolt. The symbols of new Britain were the English language, the British Flag (Union Jack), and the British national anthem (God save our King).

Know the Personalities

- **Otto Von Bismarck** : Otto von Bismarck was the architect of a Prussian consolidation that was also a form of German unification. Once the empire was established, he actively and skillfully pursued pacific policies in foreign affairs, succeeding in preserving the peace in Europe for about two decades.
- **Kaiser William** : Wilhelm II was the last German Emperor (Kaiser) and King of Prussia, ruling the German Empire and the Kingdom of Prussia from 15 June 1888 to 9 November 1918. In newly formed Germany a lot of emphasis was placed on modernising the currency, and the banking, legal and judicial systems.
- **Count Camillo di Cavour** : The Chief Minister of Piedmont, Count Camillo di Cavour, helped the king in forming an alliance with France, and they defeated the Austrian forces in 1859. Camillo Paolo Filippo Giulio Benso, Count of Cavour, Isolabella and Leri, generally known as Cavour, was an Italian statesman and a leading figure in the movement toward Italian unification.
- **Giuseppe Garibaldi** : He was an Italian general, politician and nationalist who played a large role in the history of Italy. He has been hailed as one of the 'Fathers of the Fatherland' for his contribution to the Italian Risorgimento, which unified the fractured nation under one rule. He joined the war along with his armed volunteers called the 'Red Shirts'. In 1860, Garibaldi and his troops marched into Southern Italy and the Kingdom of Two Sicilies.

Know the Dates

- **1855** : The Kingdom of Sardinia participated from the sides of British and French in the Crimean War.
- **1858** : Cavour formed an alliance with France.
- **1859-1870** : Unification of Italy.
- **1859** : Sardinia-Piedmont with an alliance with France defeated the Austrian forces. Large number of people under the leadership of Giuseppe Garibaldi joined the movement.
- **1860** : Sardinia-Piedmont's forces marched into South Italy and the Kingdom of the Two Sicilies and drove out the Spanish rulers.
- **1861** : Victor Emmanuel II was declared as the King of United Italy and Rome was declared the capital of Italy.
- **1866-1871** : Unification of Germany.
- **1871** : The Prussian King, William I was proclaimed the German Emperor.

- 1905 : Slav nationalism gathers their force in the Habsburg and Ottoman empire.
- 1914 : Beginning of the First World War.

Know the Links

- <https://en.wikipedia.org/wiki/Nationstates>
- www.sparknotes.com/.../nations-and-states/section2.rhtml



Value Based Questions

- Q. 1. Who was proclaimed German Emperor in a ceremony held at Versailles in January 1871 ?
(Board Term-II, Outside Delhi, Set-II, 2016)
Ans. Kaiser William-I of Prussia. 1
- Q. 2. Who was proclaimed the King of United Italy in 1861 ?
(Board Term-II, Outside Delhi, 2016 , Set-III; 2011)
Ans. Victor Emmanuel-II. 1



Short Answer Type Questions

(3 marks each)

- Q. 1. Briefly describe the process of German unification. (Board Term-II, (Set-RKZQI05) 2015)
Ans. (i) In the 1800s, nationalist feelings were strong in the hearts of the middle-class Germans.
(ii) They united in 1848 to create a nation-state out of the numerous German states.
(iii) Prussia soon became the leader of German unification movement.
(iv) Chief Minister Otto von Bismarck was the architect of the process with support from Prussian army and Prussian bureaucracy.
(v) The unification process was completed after Prussia won wars with Austria, Denmark and France over seven years time.
(vi) In January 1871, the Prussian king, William I, was proclaimed the German Emperor in a ceremony held at Versailles. (Any three) $1 \times 3 = 3$
- Q. 2. Examine the conditions of Italy before unification. (Board Term-II, (Set-68010) 2012)
Ans. Conditions of Italy before unification :
(i) The greatest problem in the unification of Italy was its fragmentation into several political units, each under a different authority.
(ii) Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
(iii) During the middle of the 19th century, Italy was divided into seven states.
(iv) Out of seven, only one Sardinia-Piedmont was ruled by an Italian Princely House.
(v) The North was under Austrian Habsburgs.
(vi) The centre was ruled by the Pope.
(vii) Southern regions were under Bourbon kings of Spain.
(viii) The Italian language had not acquired one common form. It still had many regional and local variations. (Any six) $\frac{1}{2} \times 6 = 3$
- Q. 3. Describe the process by which Italy was unified.
(Board Term-II (Set-AB71FIR) 2014)
- Ans. (i) During 1830s, Giuseppe Mazzini had tried to unite Italy. He formed the secret society called Young Italy, but both the uprising in 1831 and 1848 failed.
(ii) Even the ruling elites also wanted a unified Italy which would offer economic development and political dominance.
(iii) The unification of Italy was a result of many wars.
(iv) Chief Minister Cavour made a tactful diplomatic alliance with France, and Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.
(v) A large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the unification movement.
(vi) In 1860, they marched into South Italy and the Kingdom of the Two Sicilies succeeded to drive out the Spanish rulers with the help of local people.
(vii) In 1861, Victor Emmanuel II was proclaimed as king of United Italy. (Any three) $1 \times 3 = 3$
(CBSE Marking Scheme, 2012)
- Q. 4. Who was Cavour ? Explain his contributions to the unification of Italy.
(Board Term-II (Set-II076) 2012, 11)
Ans. Cavour was the Chief Minister of Sardinia-Piedmont. His contribution to the unification of Italy was :
(i) He was a good administrator.
(ii) He worked for the unification of Italy. Through a tactful diplomatic alliance with France engineered by Cavour Sardinia-Piedmont.
(iii) He led the movement to unify the regions of Italy.
(iv) He was a tactful diplomat. He succeeded in defeating the Austrian forces in 1859.
(Any two) $1 + 2 = 3$ (CBSE Marking Scheme, 2012)
- Q. 5. What changes came in Nationalism in Europe after 1848 ? Who was the architect of this process? How was it practised ?
(Board Term-II, (Set-68009) 2012)

- Ans. (i)** Europe moved away from its association with democracy and revolution, conservatives promoted state power and political domination.
(ii) Otto von Bismarck was the architect of this process.
(iii) It was backed by the army and bureaucracy.
 (CBSE Marking Scheme, 2012) $1 \times 3 = 3$

Q. 6. How did Nationalism develop through culture in Europe ? Explain.

(Board Term-II, Outside Delhi Set-I, II, III, 2015)

Ans. Nationalism developed through culture in Europe:

- (i)** Culture played an important role in creating the idea of the nation, art and poetry, stories and music helped to express and shape nationalist feelings.
- (ii)** Romanticism, a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticized the glorification of reason and science and focussed instead on emotions, intuition and

mystical feelings.

- (iii)** German Philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people- das volk. It was through folk songs, folk poetry and folk dances that the true spirit of a nation was popularised.
- (iv)** The emphasis on vernacular language and the collection of local folklore was used to carry the modern nationalist message to large audiences who were mostly illiterates. **(Any three)** $1 \times 3 = 3$

Q. 7. Describe any three conditions that led to the formation of the British Nation State.

(Board Term-II, Foreign Set-I, II, III, 2017)

Ans. Three conditions that led to the emergence of the British Nation State are:

- (i)** The emergence of the new middle classes.
- (ii)** The ideology of liberalism.
- (iii)** The ideas of conservatism and treaty of Vienna.

$1 \times 3 = 3$



Long Answer Type Questions

(5 marks each)

Q. 1. Describe the process of unification of Germany.
 (Board Term II, 2015, 11, 10)

OR

Examine the 'Nation State Building' process in Germany after 1848.

(Board Foreign Term II, Set I, II, III 2017)

Ans. Unification of Germany :

- (i)** Nationalist feelings were widespread among middle class farmers. In 1848, they tried to unify Germany into a nation. This feeling was repressed by the combined forces of the monarchy and the military.
- (ii)** From then on Prussia took on the leadership of unification of Germany. Its Chief Minister, Otto von Bismarck was the architect of this process. He took the help of military and bureaucracy.
- (iii)** Three wars over seven years ended in Prussian victory and completed the process of unification. The Prussian King William-I was proclaimed German Emperor in January 1871.

(CBSE Marking Scheme, 2015) 5

Q. 2. Describe the process of Unification of Italy.
 (Board Term II, (Set-68001) 2015, 12)

Ans. The Unification of Italy :

- (i)** During the middle of the 19th century, Italy was divided into seven states.
- (ii)** During 1830, Mazzini decided to unite Italy. He had formed a secret society 'Young Italy' to achieve his goal.
- (iii)** After earlier failures in 1831 and 1848 King Victor Emmanuel-II took to unify the Italian states through wars.
- (iv)** Through a tactful diplomatic alliance with France by Cavour Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.

- (v)** Under the leadership of Garibaldi armed volunteers marched into South Italy in 1860 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.

- (vi)** In 1861, Victor Emmanuel-II was proclaimed king of united Italy. **(Any five)**

(CBSE Marking Scheme, 2015) 5

Q. 3. Explain the role of Giuseppe Mazzini in the unification of Italy.

(Board Term-II, (Set-II079) 2012)

Ans. Role of Mazzini in the unification of Italy were :

- (i)** Giuseppe Mazzini was an Italian revolutionary, born in Genoa in 1807.
- (ii)** He became member of various secret societies such as 'Young Italy' or 'Young Europe'.
- (iii)** He attempted revolution in Liguria.
- (iv)** He wanted unification with wider alliance of nations.
- (v)** He frightened conservatives through opposition of monarchy and vision of democratic republics.
- (vi)** He favoured war for unification of Italy.
- (vii)** He wanted Economic development and Political dominance. **(Any five)** $1 \times 5 = 5$

(CBSE Marking Scheme, 2012)

Q. 4. Describe the process of Unification of Britain.
 (Board Term-II, 2015)

Ans. Unification of Britain :

- (i)** Britain was not a nation state prior to 18th century. The primary identities were based on ethnicity such as English, Welsh, Scot or Irish.
- (ii)** The steady growth of power made the English nation extend its influence over the other nations and islands.

- (iii) In 1688, England established as a nation state. English parliament seized power from the monarchy.
- (iv) In 1707, the United Kingdom of Great Britain formed with the Act of the Union between England and Scotland.
- (v) England dominated Scotland and Ireland in all spheres. British Parliament was dominated by English members.
- (vi) Ireland was forcibly taken by the British after the failed revolution led by Wolfe and his United Irishmen (1798) and a new "British Nation" was formed. (CBSE Marking Scheme, 2015)

1 × 5 = 5

Q. 5. With reference to Scotland and Ireland, explain how British nationalism grew at the cost of other cultures. (Board Term-II, (Set-68031) 2012)

- Ans. (i) Through the Act of Union (1707), England was able to impose its influence on Scotland.
- (ii) The growth of British identity in Parliament suppressed the distinctive culture of Scotland.
 - (iii) The Catholic clans that inhibited the Scottish Highland suffered repression.
 - (iv) They were forcibly driven out of their homeland.
 - (v) Ireland was also divided between Catholics and Protestants.
 - (vi) Ireland was forcibly incorporated in the UK.

(Any five) 1 × 5 = 5



TOPIC-4

Visualising the Nation : Nationalism and Imperialism

Quick Review

➤ Visualising the Nation :

- Nation was personified in the female form by the artists of the 19th century.
- Female allegories such as that of liberty, justice and republic were invented.
- In Germany, Germania became the allegory of the nation.
- In France, the idea of a people's nation was the christened Marianne. She was characterized by the ideas of liberty and republic.
- These symbols were usually popular images from everyday life that uneducated masses could easily identify with.
- During revolutions, artists represented a nation as a person. This personification gave life to an abstract concept like nation.
- The way of expressing an abstract idea like freedom or liberty through a symbol that may be person or thing is known as Allegory. An allegory has a literal and a symbolic meaning. In the nineteenth century, French artists used the female allegory to represent France. She was Christened Marianne. She symbolises reason, liberty and the ideals of the republic.
- Marianne's fasces or a bundle of rods with an axe in the middle was used to symbolise strength in unity. The red Phrygian cap signified freedom of a slave. It was also known as the liberty cap. French people wore these caps a few days before the storming of the Bastille.

➤ Nationalism and Imperialism :

- Through the 18th and the mid 19th century, Europe was marked by a lot of chaos and turmoil. After 1871, there was a significant change in the concept of nationalism in Europe.
- Nationalist groups in Europe had become increasingly incompatible with each other and were constantly in conflict. The major European powers, namely Russia, Germany, England and Austro-Hungary began taking advantage of nationalism in Europe, to materialise their aims for imperialism.
- The European powers sighted the much-disturbed Balkan region to fulfil their imperialist goals. The Balkan region consisted of the following countries of our times - Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.

Know the Terms

- **Ethnic** : Relates to a common racial, tribal or cultural origin or background that a community identifies with or claims.
- **Symbol** : A symbol is a visual image that represents something other than itself. It may be a representation using an object, picture, written word, sound or a particular mark.
- **Imperialism** : A policy of extending a country's power and influence through colonization, use of military force, or other means.
- **Allegory** : When an abstract idea (for instance greed, envy, freedom, liberty, etc.) is expressed through a person or a thing. An allegorical story has two meanings, one literal and one symbolic.

Know the Personalities

- **Marianne and Germania** : Marianne and Germania were the female allegories of France and German nations respectively. These were allegory of nation the same way as Bharat Mata, a female figure is imagined in India. The characteristics of Marianne were drawn from those of Liberty and the Republic the red cap, the tricolour and the cockade. The Statues of Marianne were made and erected at public places and picture of Marianne printed on postage stamps. Germania wears a crown of oak leaves because that tree stands for heroism. She holds a sword in her hand.

Important Symbols

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

Know the Links

- nationalism-imperialism.wikispaces.com
- https://en.wikibooks.org/...European_Imperialism_and_Nationalism



Value Based Questions

- [A] Q. 1. What is an allegory ? State any one example to clarify the same. (Board Term-II, SQP 2016)

Ans. **Allegory** : When an abstract idea for instance, greed, envy, freedom, liberty is expressed through a person or a thing. For examples - Statue of Liberty, Marianne, Germania, etc. 1

- [R] Q. 2. What did the ideas of La patrie and Le citoyen signify in the French Revolution?

Ans. These ideas symbolised 'fatherland' and 'the citizens' respectively. 1

- [R] Q. 3. What was the main function of the Prussian Zollverein?

Ans. Its main function was to abolish tariff barriers. 1



Short Answer Type Questions

(3 marks each)

- [A] Q. 1. Name the female allegory who represents France. Describe her main characteristics. (Board Term-II, (Set-68014) 2012)

Ans. Marianne was the female allegory who represented France.

Her characteristics were drawn from :

- (i) Those of liberty and republic.
- (ii) These were the red cap, the tricolour, the cockade.
- (iii) Statues of Marianne were erected in public squares.
- (iv) Her images were marked on coins and stamps of 1850. (Any three) $1 \times 3 = 3$

(CBSE Marking Scheme, 2012)

- [R] Q. 2. How did the Balkan region become a source of Nationalist tension in Europe after 1871? (Board Term-II, (Set-II030) 2012)

Ans. (i) The Balkan was a region of geographical and ethnic variations comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.

- (ii) The inhabitants of these regions were known as Slavs.
- (iii) A large part of the Balkans was under the control of the Ottoman Empire.
- (iv) As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.
- (v) The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of others (Any three) $1 \times 3 = 3$

- [R] Q. 3. How did the Balkan issue become one of the major factors responsible for the First World War? (Board Term-II, (Set-68021) 2012)

- Ans.** (i) 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) The Balkan area became an area of intense conflict as different Slavic nationalities struggled for their independence.
- (iii) It became the source of big power rivalry among the European powers over trade, colonies and military might. $3 \times 1 = 3$



Long Answer Type Questions

(5 marks each)

- Q. 1. 'While it is easy enough to represent a ruler through a portrait or a statue, how does one go about giving a face to a nation.' Examine this statement in context of European nationalism in five points. (Board Term-II, (Set-68006) 2012)

Ans. Visualizing the Nation :

- (i) Artists personified the nation—portrayed nation as a female figure.
- (ii) Artist used the female allegory to portray ideas such as liberty, justice and the republic.
- (iii) Statues of Marianne were erected in public squares to remind the national symbol of unity and to persuade them to identify with it.
- (iv) Marianne images were marked on coins and stamps.
- (v) Germania became the allegory of the German nation. She wears a crown of oak leaves, as in Germany oak stands for heroism. $1 \times 5 = 5$

- Q. 2. Briefly trace the geographical and ethnic variations of Balkan region. Why did this region become politically very explosive ? (Board Term-II, (Set-AB7AF1R) 2014)

OR

What is meant by Balkan ? Why did it turn into a perennial source of tension and proved the battlefield of the First World War ?

(Board Term-II, (Set-II022) 2012)

OR

How did the disintegration of the Ottoman Empire make Balkan region very explosive? Explain.

(Board Term-II, (Set-CSPXOUWE) 2014)

OR

Why did the Balkan region of Eastern Europe present the most serious source of nationalist tension in Europe ? Explain any five reasons.

(Board Term-II, (Set-68014) 2012)

- Ans. (i) The Balkan was a region of geographical and ethnic variation comprising of modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro, and its inhabitants were broadly called Slavs.

- (ii) A large part of Balkans was under the control of the Ottoman Empire while some other parts were under the control of Russia and Austria causing a complex problem.
- (iii) The spread of the ideas of Romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made the region very explosive.
- (iv) The Balkan people based their claim for independence or political rights on nationality and desired to win back their long lost freedom.
- (v) The Balkans also became the scene of big power rivalry over trade and colonies as well as naval and military might. Each power—Russia, Germany, England, and Austria-Hungary—was keen on countering the hold of other powers over the Balkans, and extending its own control over the area, which culminated in the First World War. $1 \times 5 = 5$

- Q. 3. How did nationalism and the idea of nation-state emerge ? Describe.

(Board Term-II, (Set-68013) 2012)

- Ans. (i) Nationalism and the idea of the nation state emerged within the culturally and regionally diverse groups of Europe.

- (ii) Due to industrialisation and transformation of society, there emerged a middle-class consisting of businessmen, working professionals, industrialists, labourers and working class people.

- (iii) Industrialisation began in England in second half of the 18th century but in France and German states it occurred only during 19th century. In its wake, new social groups came into being.

- (iv) Out of these, the educated middle-class people thought of uniting the culturally compatible sections of people in Europe by abolishing the privileges enjoyed by the aristocracy.

- (v) It was among the educated liberal middle class that ideas of national unity and abolition of aristocratic privileges gained popularity.

- (vi) This led to nationalism and emergence of idea of the nation-state. (Any five) $1 \times 5 = 5$



High Order Thinking Skills (HOTS) Questions

- Q. 1. Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

(Board Term-II, Delhi, Set-I, II, III, 2016)

OR

What were the various measures and practices introduced by the French revolutionaries to create a sense of collective identity among the French people ? (Board Term-II, (Set-II081) 2012)

- Ans. (i) The ideas of La Patrie (the fatherland) and Le Citoyen (the citizen) emphasised the notion of united community enjoying equal rights under a constitution.

- (ii) A new French flag, tricolour was chosen to replace the Royal Standard.

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

(vi) French language was spoken and written and became a common language in Paris. (Any five)

$1 \times 5 = 5$ (CBSE Marking Scheme, 2012)

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.

(Board Term-II, Outside Delhi, Set-I, II, III, 2016)

Ans. "Napoleon had destroyed democracy in France, but in administrative field he had incorporated revolutionary principles in order to make the whole systems more rational and efficient."

(i) All privileges based on birth were removed.

(ii) Established equality before law.

(iii) Right to property was given.

(iv) Simplified administrative divisions.

(v) Feudal system was abolished and freed peasants from serfdom and manorial dues.

(vi) Guild restrictions were removed.

(vii) Transport and communication systems were improved. (Any five) $1 \times 5 = 5$

(CBSE Marking Scheme, 2016)

Q. 3. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. Validate the statement with relevant arguments?

(Board SQP, 2016)

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

(i) The primary identities of the people who inhabited the British Isles were ethnic ones—such as English, Welsh, Scot or Irish. There was no British nation prior to the 18th century.

(ii) All of these ethnic groups had their own cultural and political traditions.

(iii) Steady growth of the English nation steadily in case of wealth, importance and power, it was able to extend its influence over the other nations of the islands.

(iv) The Act of Union 1707—between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'. It meant that England was able to impose its influence on Scotland.

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

(vi) The growth of the British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed.

(vii) The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress,

and large numbers were forcibly driven out of their homeland. (Any five) $1 \times 5 = 5$

Q. 4. "Nationalism no longer retained its idealistic liberal democratic sentiment by the last quarter of the nineteenth century in Europe." Analyse the statement with examples.

(Board Term-II, Foreign Set-I, II, III, 2016)

OR

"The idealistic liberal-democratic sentiment of nationalism in the first half of nineteenth century became a narrow creed with limited ends." Examine the statement.

(Board Term-II, Foreign Set-I, II, III, 2015)

Ans. Sentiment of Nationalism in the first half of the 19th century :

(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.

(iii) Major European powers manipulated the nationalist aspirations to further their own imperialist aims.

(iv) Source of nationalist tension in Europe was the area called Balkans.

(v) Idea of romantic nationalism in the Balkan together with disintegration of the Ottoman Empire made this region very explosive.

(vi) One by one, European nationalities broke away from its control and declared independence.

(vii) The Balkan people based their claims for independence or political rights on nationality to prove that they were once independent but were subjugated by foreign power.

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

(Any five) (CBSE Marking Scheme, 2015) 5

Q. 5. How had the female figures become an allegory of the nation during nineteenth century in Europe? Analyse. (Board Term-II, Delhi Set-I, II, III, 2016)

Ans. (i) In olden times the best way to present an idea was through symbolic personifications. This was the most common and appealing way to invite people's attention.

(ii) From 1789 females appeared in paintings as symbol of liberty and revolution.

(iii) During the French Revolution, many symbolic personifications of 'Liberty' and 'Reason' appeared. Marianne was the female figure invented by artists in the nineteenth century to represent the French nation. Her characteristics were drawn from those of Liberty and the Republic—the red cap, the tricolour, the cockade.

- (iv) Statues of Marianne were erected in public places to remind the public of the national symbol of unity and to persuade them to identify with it.
- (v) Marianne images were marked on coins and stamps.
- (vi) Similarly, Germania became the symbol of the German nation. This work was done by the artist Philip Veit. He depicted Germania as a female figure standing against a background where beams of sunlight shone through the tricolour fabric of the national flag. Germania was wearing a crown of oak leaves, as the German oak stands for heroism.
- (vii) During the French Revolution, artists used the formal allegory to portray idea such as Liberty, Justice and the Republic. **(Any five) 1×5=5 (CBSE Marking Scheme, 2016)**

Q. 6. Explain the objectives of the 'Treaty of Vienna' of 1815. (Board Term-II, (Set-68011) 2012, 11)

Ans. The Treaty of Vienna of 1815 was brought up with the object of undoing most of the changes that had come about in Europe during the rule of Napoleonic wars.

Objectives of the Treaty of Vienna :

- (i) Undoing most of the changes that had come about in Europe during Napoleonic wars.
- (ii) Bourbon dynasty's rule was restored.
- (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) Series of states were set-up on the boundaries of France to prevent French expansion. Thus, the kingdom of the Netherlands, which included Belgium, was set-up in the north and Genoa was added to piedmont in the South. **(Any five) 1 × 5 = 5 (CBSE Marking Scheme, 2012)**

Q. 7. Otto von Bismarck was the architect of 'German Unification'. Explain.

(Board Term-II, Set-2030, 2012)

OR

Examine the main features of the process of German unification under the leadership of Otto Von Bismarck. (Board Term-II, Set-68002, 2012)

Ans. Otto von 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'.

Otto von Bismarck and the German unification :

- (i) The middle class Germans in 1848 tried to unite the different regions of the German confederation into a nation—state.
- (ii) Prussian Chief Minister, Otto von Bismarck, with the help of the army and bureaucracy carried out the task of unification.
- (iii) Three wars over seven years with Austria, Denmark and France ended in Prussian victory and completed the process of unification.
- (iv) On 18th January 1871, the Prussian King, Kaiser William-I was proclaimed German emperor in a ceremony held at Versailles in the presence of important officials, army representatives and Otto von Bismarck. **1¼ × 4 = 5 (CBSE Marking Scheme, 2012)**