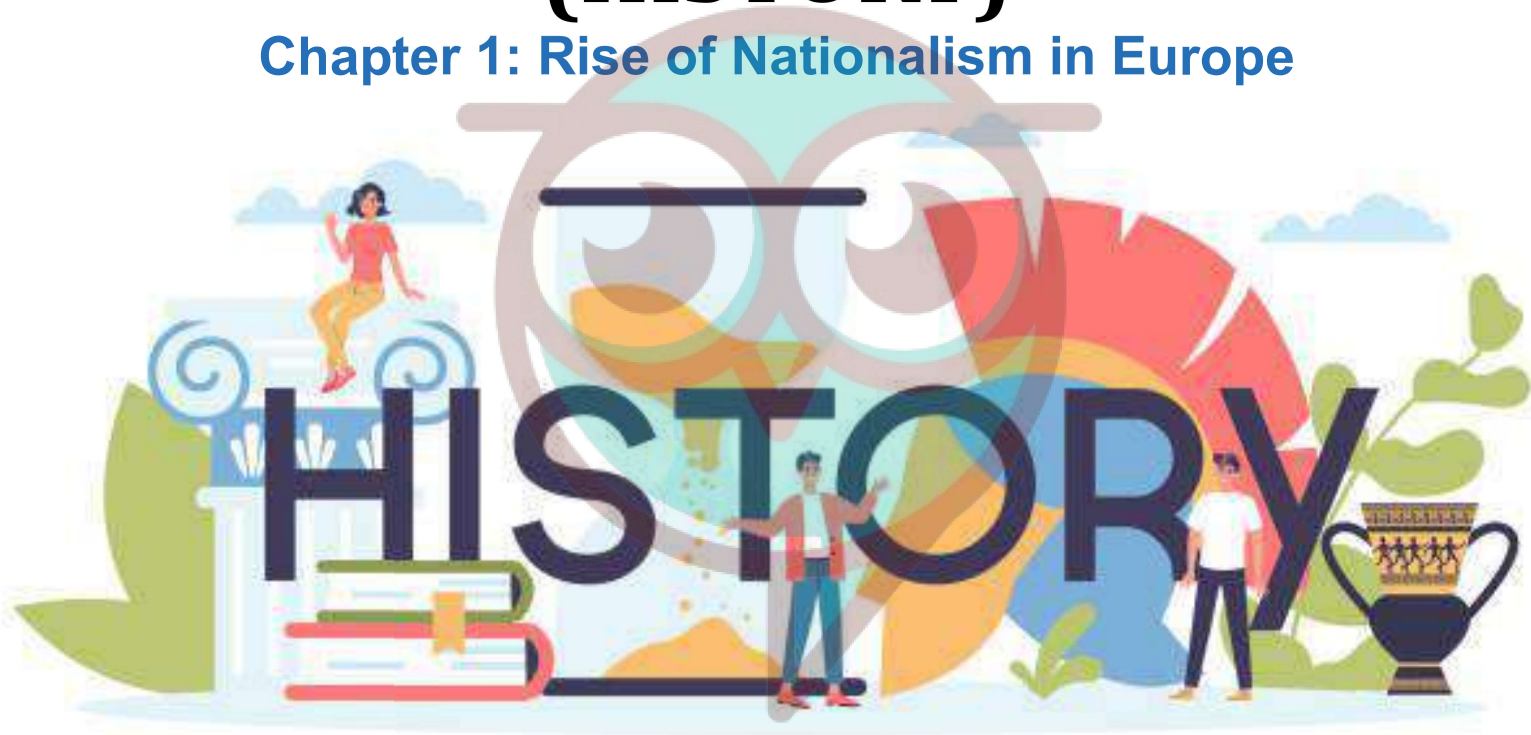


SOCIAL STUDIES

(HISTORY)

Chapter 1: Rise of Nationalism in Europe



Swotters

Important Questions

Multiple Choice questions-

1. Elle, the measuring unit in Germany was used to measure:
 - (a) cloth
 - (b) thread
 - (c) land
 - (d) height
2. Zollverein started in 1834 in Prussia refers to a:
 - (a) Trade Union
 - (b) Customs Union
 - (c) Labour Union
 - (d) Farmer's Union
3. What do the saints, angels and Christ symbolise in the Utopian vision?
 - (a) Equality among people
 - (b) Fraternity among nations
 - (c) Freedom of nations
 - (d) Resentment against nations
4. Who were the 'Junkers'?
 - (a) Soldiers
 - (b) Large landowners
 - (c) Aristocracy
 - (d) Weavers
5. Which treaty recognised Greece as an independent nation?
 - (a) Treaty of Constantinople, 1832
 - (b) Treaty of Vienna, 1815
 - (c) Treaty of Versailles, 1871
 - (d) None of these
6. Which treaty recognised Greece as an independent nation?
 - (a) Treaty of Constantinople, 1832
 - (b) Treaty of Vienna, 1815
 - (c) Treaty of Versailles, 1871
 - (d) None of these
7. Which of the following group of powers collectively defeated Napoleon?
 - (a) England, France, Italy, Russia
 - (b) England, Austria, Spain, Russia
 - (c) Austria, Prussia, Russia, Britain

(d) Britain, Prussia, Russia, Italy

8. Romanticism refers to a:

- (a) cultural movement
- (b) religious movement
- (c) political movement
- (d) literary movement

9. Which one of the following types of government was functioning in France before the revolution of 1789?

- (a) Dictatorship
- (b) Military
- (c) Body of French Citizen
- (d) Monarchy

10. Which of the following countries is considered as the 'cradle of European civilization'?

- (a) England
- (b) France
- (c) Greece
- (d) Russia

11. Choose the correct nationality of the artist Frederic Sorrieu who visualised in his painting a society made up of Democratic and Social Republic.

- (a) German
- (b) Swiss
- (c) French
- (d) American

12. 'Nationalism', which emerged as a force in the late 19th century, means

- (a) strong devotion for one's own country and its history and culture.
- (b) strong devotion for one's own country without appreciation for other nations.
- (c) strong love for one's own country and hatred for others.
- (d) equally strong devotion for all the countries of the world.

13. Match the term with the statements given below:

A 'Utopian Society' is

- (i) a society under a benevolent monarchy
- (ii) a society that is unlikely to ever exist
- (iii) a society under the control of a chosen few wise men
- (iv) a society under Parliamentary Democracy

- (a) (i) and (ii)
- (b) (ii) and (iii)
- (c) (ii) only
- (d) (iii) only

14. Pick out the correct definition to define the term 'Plebiscite'.

- (a) Plebiscite is a direct vote by which only the female members of a region are asked to accept or reject a proposal.
- (b) Plebiscite is a direct vote by the female members of a matriarchal system to accept or reject a proposal.
- (c) Plebiscite is a direct vote by only a chosen few from the total population of a particular region to accept or reject a proposal.
- (d) Plebiscite is a direct vote by which all the citizens of a region are asked to accept or reject a proposal.

15. Ernst Renan believed that the existence of nations is a necessity because

- (a) it ensures protection to all inhabitants.
- (b) it ensures liberty to all inhabitant citizens.
- (c) it ensures Parliamentary form of government to its inhabitants.
- (d) it ensures jobs and good health to all its inhabitants.

Very Short:

1. Which French artist prepared a series of four prints visualising his dream of a world ?
2. Which French artist prepared a series of four prints visualising his dream of a world ?
3. What is a Utopian ?
4. What is a Utopian ?
5. What is Plebiscite ?
6. What political and constitutional changes did take place in the wake of the French Revolution in 1789 ?
7. State any one step that could create a sense of collective identity among the French people.
8. Which clubs were set up after the French Revolution and by whom ?
9. How the Napoleon code was implemented in the regions under French control ?
10. Why did the people in the conquered territories become hostile to Napoleon's rule ?

Short Questions:

1. What was said about Mazzini by Metternich ?
2. What Metternich remarked about events in France ?
3. Who was Lord Byron ? What was his contribution in the Greek war of independence ?
4. What was Romanticism ?
5. What was contribution of Karol Kurpinski in the freedom struggle of Poland ?
6. Give one reason for the great economic hardship in Europe in the 1830s.
7. Who were Grimm brothers ? Why did they collect folktales ?

8. What happened in 1848 revolution in France ?
9. Define feminist.
10. What is ideology ?

Long Questions:

1. **Question:** Describe the political condition of Europe in the mid-eighteenth century.
2. **Question:** Describe the condition of the aristocracy and peasantry in Europe in the mid-eighteenth century.
3. **Question:** When did industrialisation begin in Europe ? What were its consequences ?
4. **Question:** What do you understand by Liberalism ? Describe their ideas in the political, social and economic spheres.
5. **Question:** Who were granted the right to vote in France during the period of revolution ?

Assertion Reason Questions:

1. **DIRECTION:** Mark the option which is most suitable:
 - a. If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).
 - b. If both assertion (A) and reason (R) are true, but reason (R) is not the correct explanation of assertion (A).
 - c. Assertion (A) is true, but reason (R) is false.
 - d. Both assertion (A) and reason (R) are false.

Assertion (A): There was no British nation prior to the eighteenth century.

Reason (R): The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions.

2. **DIRECTION:** Mark the option which is most suitable:
 - a. If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).
 - b. If both assertion (A) and reason (R) are true, but reason (R) is not the correct explanation of assertion (A).
 - c. Assertion (A) is true, but reason (R) is false.
 - d. Both assertion (A) and reason (R) are false.

Assertion (A): The most serious source of nationalist tension in Europe after 1871 was the area called the Balkans.

Reason (R): A large part of the Balkans was under the control of the Ottoman Empire.

Case study Questions:

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

Socially and politically, a landed aristocracy was the dominant class on the continent. The members of this class were united by a common way of life that cut across regional divisions. They owned estates in the countryside and also townhouses. They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage. This powerful aristocracy was, however, numerically a small group. The majority of the population was made up of the peasantry. To the west, the bulk of the land was farmed by tenants and small owners, while in Eastern and Central Europe the pattern of landholding was characterised by vast estates which were cultivated by serfs.

Answer the following MCQs by choosing the most appropriate option:

- i. Which was the dominant class on the continent of Europe?
 - a. Landed aristocracy.
 - b. Tenants.
 - c. Small owners.
 - d. High class society.
- ii. What did the majority of population comprise of?
 - a. Tenants.
 - b. Small owners.
 - c. Land holders.
 - d. Peasantry.
- iii. The given passage describes the social and political life of this class.
 - a. Serfs and peasants.
 - b. Big landowners.
 - c. Aristocracy and middle class.
 - d. Peasants and small owners.
- iv. Aristocratic class used to speak French for the purpose of:
 - a. Diplomacy and high society.
 - b. Farming on a big land.
 - c. Unity among the members.
 - d. Educating regional divisions.

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

Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation. In other words, they represented a country as if it were a person. Nations were then

portrayed as female figures. The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. That is, the female figure became an allegory of the nation. During the French Revolution artists used the female allegory to portray ideas such as Liberty, Justice, and the Republic. These ideals were represented through specific objects or symbols. The attributes of Liberty are the red cap, or the broken chain, while Justice is generally a blindfolded woman carrying a pair of weighing scales. Female allegories were invented by artists in the nineteenth century to represent the nation. In France, she has christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic – the red cap, the tricolour, the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, as the German oak stands for heroism.

Answer the following MCQs by choosing the most appropriate option:

- i. Why were Female allegories invented by artists?
 - a. Representation of heroism.
 - b. Representation of Imperialism.
 - c. Representation of the modern state.
 - d. Representation of the nation.
- ii. Which of the following is an allegory for 'liberty'?
 - a. Red Cap.
 - b. Crown of Oak.
 - c. Olive Branch.
 - d. Sword.
- iii. What does a blindfolded woman carrying a pair of weighing scales symbolise?
 - a. Peace.
 - b. Equality.
 - c. Justice.
 - d. Liberty.
- iv. Which of the following is not true with respect to "Allegory"?
 - a. It is a symbol representing an abstract idea.
 - b. Artist became an allegory of a nation.
 - c. It is an idea expressed through a person or a thing.
 - d. An allegorical story has two meanings, one literal and one symbolic.

ANSWER KEY**MCQ:**

1. Answer: a
2. Answer: a
3. Answer: b
4. Answer: b
5. Answer: a
6. Answer: b
7. Answer: c
8. Answer: c
9. Answer: d
10. Answer: c
11. Answer: b
12. Answer: a
13. Answer: b
14. Answer: d
15. Answer: b

**Very Short Answer:****1. Answer:**

Frederic Sorrieu.

2. Answer:

Absolutist, literally a government or system of rule that has no restraints on the power exercised. In history, the term refers to a form of monarchical government that was centralised, militarised and repressive.

3. Answer:

Utopian is a vision of society that is so ideal that it is unlikely to actually exist.

4. Answer:

The existence of nations is a guarantee of liberty, which would be lost if the world had only one law and only one master.

5. Answer:

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

6. Answer:

The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.

The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.

7. Answer:

The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.

The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.

8. Answer:

As the news of events in France reached the different cities of Europe, students and other members of educated middle classes began setting up Jacobin clubs.

9. Answer:

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.

10. Answer:

The people became hostile due to increased taxation, censorship, forced conscription into the French armies required to conquer the rest of Europe. All these seemed to outweigh the advantages of the administrative changes.

Short Answer:**1. Answer:**

Metternich described him as "the most dangerous enemy of our social order".

2. Answer:

Metternich once remarked, "When France sneezes, the rest of the Europe catches cold."

3. Answer:

- I. Lord Byron was an English poet.
- II. He organised funds and later went to fight in the war, where he died of fever in 1824.

4. Answer: Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticised the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.

5. **Answer:** Karol Kurpinski celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

6. **Answer:**

- I. There was enormous increase in population all over Europe.
- II. In most countries there were more seekers of jobs than employment.

7. **Answer:**

- I. The Grimm brothers were born in the German city of Hanau in 1785 and 1786 respectively.
- II. They collected folktales and considered their projects of collecting folk-tales and developing the German language as part of the wider effort to oppose French domination and create a German national identity.

8. **Answer:**

- I. Louis Philippe was forced to flee and
 - II. National Assembly proclaimed a Republic.
 - III. Suffrage was granted to all adult males above 21.
 - IV. Right to work was guaranteed. National workshops to provide employment were set up.
9. **Answer:** Feminist means awareness of women's rights and interests based on the belief of the social, economic and political equality of the genders.
10. **Answer:** Ideology is a system of ideas reflecting a particular social and political vision.

Long Answer:

1. **Answer:**

The political condition of Europe in the mid-eighteenth century was as mentioned below :

- (1) There were no nation states
- (2) Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
- (3) There were autocratic monarchies in Eastern and Central Europe.
- (4) People spoke different languages and belonged to different ethnic groups,
 - I. For example, Habsburg Empire consisted of different regions and peoples.
 - II. They did not share a collective identity or a common culture,
 - III. It included German-speaking people of Bohemia as well as Italian-speaking people of Lombardy and Venetia.
 - IV. Half of the population of Hungary was Magyar,

- V. Such differences did not promote a sense of political unity. The only tie binding diverse groups together was a common allegiance to the emperor.

2. **Answer:**

The condition of aristocracy and peasantry was as mentioned below :

(1) Landed aristocracy :

- I. Socially and politically, a landed aristocracy was the dominant class on the continent.
- II. They were united by a common way of life, such as owning large estates and town houses, use of French language for diplomacy and in high society.
- III. They were also united with ties of marriage with each other. Thus, aristocracy was powerful but they were in minority.

(2) Peasantry :

- I. The majority of the population was peasants.
- II. To the west, most of the land was farmed by tenants and small owners.
- III. In the Eastern and Central Europe, there were large estates which were cultivated by serfs.

3. **Answer:**

(1) Industrialisation : Industrialisation had begun in England in the second-half of the ' eighteenth century. However, it took place in France and parts of the German states during the nineteenth century.

(2) Its consequences were as mentioned below :

Growth of towns : Emergence of commercial classes – there was growth of towns and the emergence of commercial classes in Western and some parts of Eastern Europe. This was due to the growth of industrial production and trade. The existence of commercial classes was based on production for the market.

A new working class and middle classes consisting of industrialists, businessmen, professionals came into existence. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

4. **Answer:**

(1) The term 'liberalism' is derived from the Latin word liber, meaning free. Thus, for the new middle classes, liberalism stood for freedom for the individual and equality of all before "law.

(2) Political and economic ideas supported by the liberals were as given below :

(1) Political ideas :

- I. It emphasised the concept of government by consent.

- II. Since the French Revolution, liberalism stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament.
- III. They did not necessarily stand for universal suffrage.
- IV. In revolutionary France, which was the first example of liberal democracy, the right to vote and election was exclusively granted to property-owning men. Men without property and women were not granted political rights. Thus in the 19th and 20th centuries there were movements demanding equal political rights.

(2) Economic ideas : They supported freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital. During the 19th century this was a strong demand of the emerging middle classes. Also see Textbook Question 4.

5. Answer:

- I. In France, the right to vote and election was granted only to property-owning men.
- II. Men without property and all women were excluded from political rights.
- III. During the period of Jacobins, all adult males were granted right to vote.
- IV. The Napoleonic Code again granted limited right to vote. Women were reduced to the status of a minor, subject to the authority of fathers and husbands.
- V. Women and non-propertied men organised opposition movements demanding equal political rights during the nineteenth and early twentieth centuries.

Assertion Reason Answer:

- 1. (a) If both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).
- 2. (b) If both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion

Case Study Answer:

- 1. i (a) Landed aristocracy.
 - i. (d) Peasantry.
 - ii. (c) Aristocracy and middle class.
 - iii. (a) Diplomacy and high society.
- 2. i (d) Representation of the nation.
 - ii. (a) Red Cap.
 - iii. (c) Justice.

iv. (b) Artist became an allegory of a nation.



Swotters