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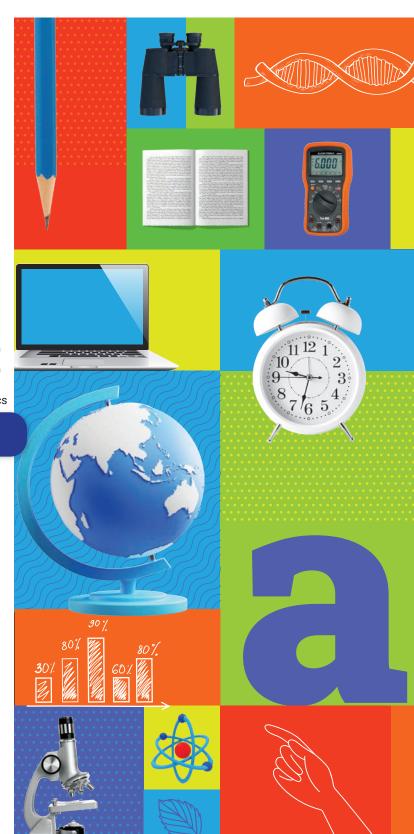
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CLASS 10 SOCIAL SCIENCE

- India and the Contemporary World- II
- Contemporary India Democratic Politics Economics

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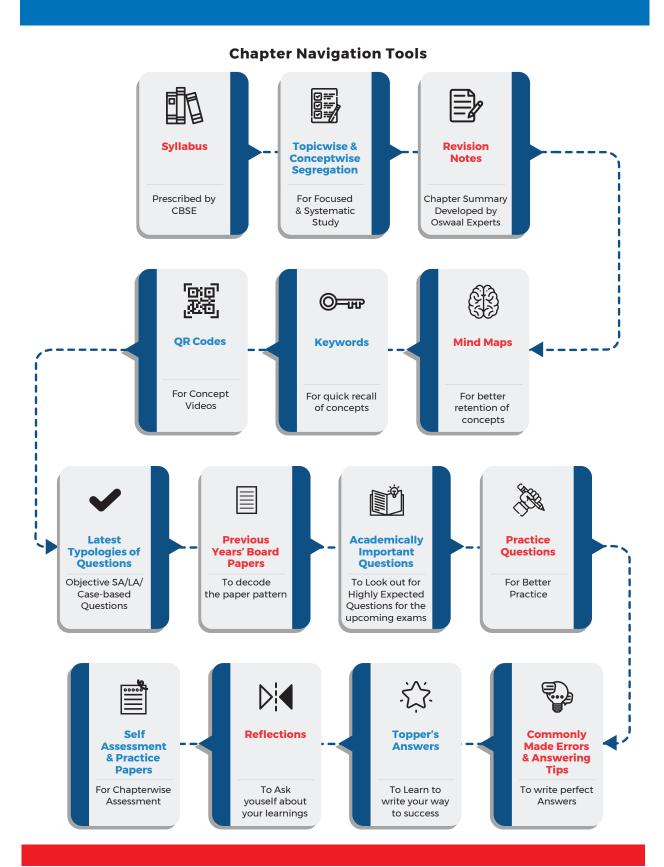
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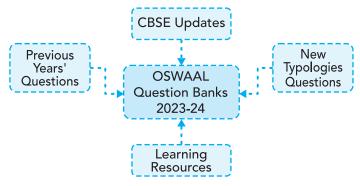
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-Martha Graham

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Latest Syllabus SOCIAL SCIENCE

Class - X (Code No. 087)

Theory Paper

Time: 3 Hrs. Max. Marks: 80

No.	Unit	No.of Periods	Marks
I	India and the Contemporary World – II	60	20
II	Contemporary India – II	55	20
III	III Democratic Politics - II		20
IV Understanding Economic Development		50	20
	Total	215	80

UNIT 1: INDIA AND THE CONTEMPORARY WORLD -II

60 Periods

-	
Themes	Learning Objectives
Section 1: Events and Processes	Enable the learners to identify and comprehend
1. The Rise of Nationalism in Europe:	the forms in which nationalism developed along
• The French Revolution and the Idea of the Nation	with the formation of nation states in Europe in the post-1830 period.
The Making of Nationalism in Europe	Establish the relationship and bring out the
• The Age of Revolutions: 1830-1848	difference between European nationalism and
The Making of Germany and Italy	anti-colonial nationalisms.
Visualizing the NationNationalism and Imperialism	• Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.
2. Nationalism in India	Recognize the characteristics of Indian
• The First World War, Khilafat and Non-Cooperation	nationalism through a case study of Non-Cooperation and Civil Disobedience Movement.
 Differing Strands within the Movement Towards Civil Disobedience	• Analyze the nature of the diverse social movements of the time.
The Sense of Collective Belonging	Familiarize with the writings and ideals of different political groups and individuals.
Section 2: Livelihoods, Economies and Societies:	Appreciate the ideas promoting Pan Indian belongingness.
3. The Making of a Global World	Show that globalization has a long history and
The Pre-modern world	point to the shifts within the process.
The Nineteenth Century (1815-1914)The Inter war Economy	Analyze the implication of globalization for local economies.
Rebuilding a World Economy : The Post-War Era	Discuss how globalization is experienced differently by different social groups.

4. The Age of Industrialization

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the Colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

- Familiarize with the Pro- to-Industrial phase and Early factory system.
- Familiarize with the process of industrialization and its impact on labour class.
- Enable them to understand industrialization in the colonies with reference to Textile industries.

Section 3: Everyday Life, Culture and Politics:

5. Print Culture and the Modern World

- The First Printed Books
- Print Comes to Europe
- The Print Revolution and its Impact
- The Reading Mania
- The Nineteenth Century
- India and the World of Print
- Religious Reform and Public Debates
- New Forms of Publication
- Print and Censorship

- Identify the link between print culture and the circulation of ideas.
- Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past.
- Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.

Learning Objectives

UNIT 2: CONTEMPORARY INDIA-II

Themes

55 Periods

1. Resources and Development Concept Development of Resources Resource Planning - Resource Planning in India, Conservation of Resources Land Resources Land Utilization Land Use Pattern in India Land Degradation and Conservation Measures Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India's Environment) Understand the value of resources and the need for their judicious utilization and conservation.

2. Forest and Wildlife

- Conservation of forest and wildlife in India
- Types and distribution of forests and wildlife resources
- Community and Conservation

3. Water Resources

- Water Scarcity and The Need for Water Conservation and Management
- Multi-Purpose River Projects and Integrated Water Resources Management
- Rainwater Harvesting

- Understand the importance of forests and wild life.
- Understand the ability and knowledge of how forest and wildlife conservation and management relate to the economy and environment, both currently and in the future.
- Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.

4. Agriculture

- Types of Farming Primitive Subsistence, Intensive Subsistence, Commercial
- Cropping Pattern Major Crops, Food Crops otherthan Grains, Non Food Crops, Technological and Institutional Reforms
- Food Security (excluding impact of globalization on agriculture)

5. Minerals and Energy Resources

- What is a mineral?
- Mode of occurrence of Minerals Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals
- Conservation of Minerals
- Energy Resources Conventional Sources of Energy, Non-Conventional Sources of Energy
- Conservation of Energy Resources

6. Manufacturing Industries

• Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation

7. Life Lines of National Economy

- Roadways
- Railways
- Pipelines
- Waterways
- Major Seaports
- Airways
- Communication
- International Trade
- Tourism as a Trade

- Explain the importance of agriculture in national economy.
- Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern.
- Explain various government policies for institutional as well as technological reforms since independence.
- Identify different types of minerals and energy resources and places of their availability.
- Feel the need for their judicious utilization.

- Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas.
- Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.
- Explain the importance of transport and communication in the ever-shrinking world.
- Understand the role of trade and tourism in the economic development of a country.

UNIT 3: DEMOCRATIC POLITICS -II

50 Periods

Themes	Learning Objectives
 1. Power Sharing Belgium and Sri Lanka Majoritarianism in Sri Lanka Accommodation in Belgium Why power sharing is desirable? Forms of Power Sharing 	 Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms.
 2. Federalism What is Federalism? What make India a Federal Country? How is Federalism practiced? Decentralization in India 4. Gender, Religion and Caste 	 Analyze federal provisions and institutions. Explain decentralization in rural and urban areas.
 Gender and Politics - Public/Private division, Women's political representation Religion, Communalism and Politics - Communalism, Secular State (excluding image on page 46, 48, 49 of NCERT Textbook - Democratic Politics -II - reprinted edition 2021) Caste and Politics - Caste inequalities, Caste in 	 Identify and analyze the challenges posed by communalism to Indian democracy. Recognize the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics.
politics, Politics in caste 6. Political Parties • Why do we need Political Parties? – Meaning, Functions, Necessity How many parties should we have? • National Parties • State Parties	 Analyze party systems in democracies. Introduction to major political parties, challenges faced by them and reforms in the country.
 Challenges to Political Parties How can Parties be reformed? Outcomes of Democracy How do we assess democracy's outcomes? Accountable, responsive and legitimate government Economic growth and development Reduction of inequality and poverty Accommodation of social diversity Dignity and freedom of the citizens 	 Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths and weaknesses of Indian democracy.

UNIT 4: UNDERSTANDING ECONOMIC DEVELOPMENT

50 Periods

	Thomas		Objectives
	Themes		Objectives
1.	Development What Development Promises - Different People, Different Goals Income and Other Goals National Development How to compare different countries or states? Income and other criteria Public Facilities Sustainability of Development	•	Familiarize with concepts of macroeconomics. Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. Understand the importance of quality of life and sustainable development.
2.	Sectors of the Indian Economy Sectors of Economic Activities Comparing the three sectors Primary, Secondary and Tertiary Sectors in India Division of sectors as organized and unorganized Sectors in terms of ownership: Public and Private Sectors	•	Identify major employment generating sectors. Reason out the government investment in different sectors of economy.
3.	Money and Credit Money as a medium of exchange Modern forms of Money Loan activities of Banks Two different Credit situations Terms of Credit Formal Sector Credit in India Self Help Groups for the Poor	•	Understand money as an economic concept. Understand the role of financial institutions from the point of view of day-to- day life.
4.	Globalization and the Indian Economy: Production across countries Interlinking production across countries Foreign Trade and integration of markets What is Globalization? Factors that have enabled Globalization World Trade Organization Impact of Globalization in India The Struggle for a fair Globalization	•	Explain the working of the Global Economic phenomenon.
5. To	Consumer Rights: be used only for Project Work		Gets familiarized with the rights and duties as onsumer; and legal measures available to protect m being exploited in markets.

SOCIAL SCIENCE (CODE NO. 087)

QUESTION PAPER DESIGN CLASS X

Time: 3 Hours Max. Marks: 80

Sr. No.	Typology of Questions	Total Marks	Weightage %
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.		18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skill	5	6.25%
	Total	80	100%

Note: 1. Teachers may refer 'Learning Outcomes' published by NCERT for developing lesson plans, assessment framework and questions.

2. 02 Items from History Map List and 03 Items from Geography Map List

LIST OF MAP ITEMS FOR SOCIAL SCIENCE Class - X

A. HISTORY (Outline Political Map of India)

Chapter - 3 Nationalism in India – (1918 – 1930) for locating and labelling / Identification

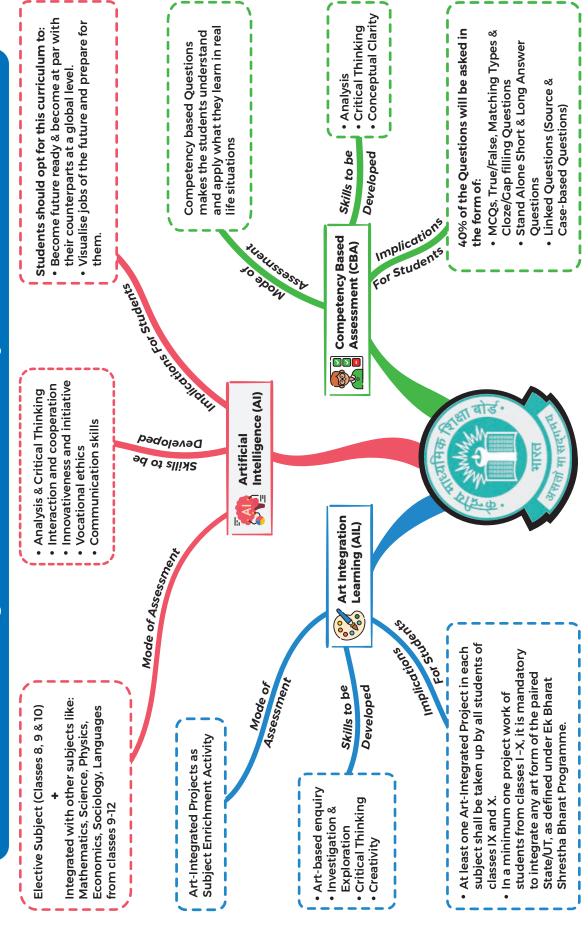
- 1. Indian National Congress Sessions:
 - a. Calcutta (Sep. 1920)
 - **b.** Nagpur (Dec. 1920)
 - c. Madras (1927)
- 2. Important Centres of Indian National Movement
 - a. Champaran (Bihar) Movement of Indigo Planters
 - b. Kheda (Gujarat) Peasant Satyagrah
 - c. Ahmedabad (Gujarat) Cotton Mill Workers Satyagraha
 - d. Amritsar (Punjab) Jallianwala Bagh Incident
 - e. Chauri Chaura (U.P.) Calling off the Non-Cooperation Movement
 - f. Dandi (Gujarat) Civil Disobedience Movement

B. GEOGRAPHY (Outline Political Map of India) **Chapter 1: Resources and Development** (Identification only) **a.** Major soil Types **Chapter 3: Water Resources** (Locating and Labelling) Dams: a. Salal **b.** Bhakra Nangal c. Tehri d. Rana Pratap Sagar e. Sardar Sarovar **f.** Hirakud g. Nagarjuna Sagar h. Tungabhadra Chapter 4: Agriculture (Identification only) a. Major areas of Rice and Wheat b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute **Chapter 5: Minerals and Energy Resources Minerals** (Identification only) **a.** Iron Ore mines Mayurbhanj Bellary Durg Kudremukh Bailadila **b.** Coal Mines Talcher Raniganj Bokaro Neyveli c. Oil Fields Digboi Bassien Naharkatia Kalol Ankaleshwar Mumbai High **Power Plants** (Locating and Labelling only) **a.** Thermal Namrup Ramagundam • Singrauli **b.** Nuclear Tarapur Narora Kakrapara Kalpakkam **Chapter 6: Manufacturing Industries (Locating and Labelling Only) Software Technology Parks:** a. Noida **b.** Gandhinagar **c.** Mumbai **d.** Pune e. Hyderabad **f.** Bengaluru g. Chennai **h.** Thiruvananthapuram Chapter 7: Lifelines of National Economy Major Ports: (Locating and Labelling) a. Kandla **b.** Mumbai c. Marmagao d. New Mangalore e. Kochi **f.** Tuticorin g. Chennai **h.** Vishakhapatnam i. Paradip **j.** Haldia **International Airports:** a. Amritsar (Raja Sansi) **b.** Delhi (Indira Gandhi International) c. Mumbai (Chhatrapati Shivaji) **d.** Chennai (Meenam Bakkam) e. Kolkata (Netaji Subhash

f. Hyderabad (Rajiv Gandhi) Note: Items of Locating and Labelling may also be given for Identification.

Chandra Bose)

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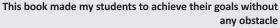
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Sample Question Paper

(Issued by Board dated 16th Sept. 2022)

SOCIAL SCIENCE Class-10th



Time Allowed: 3 hours Maximum Marks: 80

General Instructions:

- i. Question paper comprises five Sections A, B, C, D and E. There are 37 questions in the question paper. All questions are compulsory.
- ii. Section A From question 1 to 20 are MCQs of 1 mark each.
- iii. Section B Question no. 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
- iv. Section C contains Q.25 to Q.29 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60 words.
- v. Section D Question no. 30 to 33 are Long Answer Type Questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- vi. Section E Questions no from 34 to 36 are Case Based Questions with three sub questions and are of 4 marks each.
- vii. Section F Question no. 37 is Map based, carrying 5 marks with two parts, 37a from History (2 marks) and 37b from Geography (3 marks).
- viii. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
- ix. In addition to this, separate instructions are given with each section and question, wherever necessary.

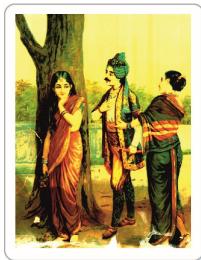
Section A: MCQs

 $[1 \times 20 = 20]$

- What helped in the colonisation of Asian and African countries? Identify the correct statement from the following options.
 - (A) Intergovernmental policies for the expansion of trade
 - **(B)** Governmental invite to the mother countries for expansion
 - (C) Technology, investments and improvement in transport
 - (D) Capitalists of these regions wanted to trade with colonial powers
- 2. Which of the following newspaper was started by Bal Gangadhar Tilak?

[1

- (A) Hindu
- (B) Kesari
- (C) Sudharak
- (D) Pratap
- Look at the given picture. Identify the name of the painter of this painting from the following options.
 - (A) Abindra Nath Tagore
 - (B) Rabindra Nath Tagore
 - (C) Raja Ravi Verma
 - (D) Samant Das Gupta



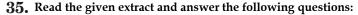
11.	Which	one among the following pairs is correctly matched?	[1]
		List I	List II
•	(a)	Bharatiya Janata Party	National Democratic Alliance
•	(b)	Congress Party	Left Front
	(c)	Communist Party of India	Regional Party
	(d)	Mizo National Front	United Progressive Alliance
-	(u)	WHZO I Vational I Torit	Office 1 Togressive 7 marice

(D) It is the practice of placing a feminine and masculine point of view in decision-making.

					Sam	iple Question	n Paper-2022	19
12.	There are to below:	wo statements marked as	Assertion (A) and	Reason (R). Mark your a	nswer as pe	er the codes pr	ovided [1]
	Assertion (Reason (R)	A): Democracy is an accDemocracies have r procedures					based on nor	
	(B) Both A (C) A is tr	A and R are true and R is A and R are true but R is I ue but R is false. lse but R is true.			A.			
12	` '	of the following religions	was protected and	fostered h	ov Sri Lankans	in their con	estitution?	[1]
10.	(A) Christ (C) Buddl	ianity	(H		-	in their cor	outation.	[-]
14.	Read the gi	ven data and find out chil	dren of which state	has attair	ned maximum	elementary	school educat	ion? [1]
	States	Per capita income for 2018–19 (in Rs)	Infant mortality rate per 1000 live births (2018)	Liter	acy Rate % 017–18	Net atten	dance ratio (pe s) secondary st nd 15 years) 20:	er 100 age
_	Haryana	2,36,147	30	82		61	<u> </u>	
	Kerala	2,04,105	7	94		83		
_	Bihar	40,982	32	62		43		
	Office, Gove (A) Harya	onomic Survey 2020–21, P rnment of India. ma ma and Kerala both	(E			Report No. 58	85), National St	atistical
15.	Read the fo	llowing data and select th Educational A	ne appropriate opti chievement of Rura		-	radesh		[1]
	Category			•	Male Fema		Female	
_	Literacy rate for rural population				76%)	54%	
	Literacy rate for rural children in age group 10-14 years)	87%	
_	Percentage of rural children aged 10–14 attending school 85%						82%	
		percentage of girls are no						
	(A) 81%	(B) 61%	•	C) 69%		(D) 18%		
16.	Find the odd one out from the following options: [1]							
	(A) Tourist Guide, Barber, Tailor and Potter(B) Teacher, Doctor, Vegetable Vendor and Lawyer							
		er, Doctor, Vegetable Vel Ian, Cobbler, Soldier and						
		n Railways, Jet Airways, D		etro				
17 .	Fill in the b							[1]
		Sector		Criteria us	ed			
		Primary, Secondary a			conomic activ	rity		
		Organised and Unorg						
	Options:							
		e of Employment activitie		,	e of Social activ			
10	• •	e of Production activities	,	•	e of Political ac	ctivities		rai
18.		formation given below a		-	1 1207			[1]
		taken a loan of Rs.5 lakhs new house and salary re					rest. He nas to	submit
	(A) Intere	-			al Amount	(D) Insta	lments	
19.		ne following international		_				ies? [1]
-0.	(A) WTO	(B) IMF		C) UPU		(D) FAO		
20.	` '	e correct statements about	,	,		` '		[1]
	-	val of barriers by the gove	-					
	(ii) Foreig	gn companies are allowed	to set up factories					
		nabled all companies to in						
		essened foreign investmen	nt and foreign trade	9				
	Options: (A) i & ii ((B) ii & iii	(C	C) i & iii		(D) ii & i	V	
	, -, - == == (,	(-	,		(-,		



Oswaal CBSE Question Bank Chapterwise & Topicwise, SOCIAL SCIENCE, Class-X **Section B: Very Short Answer Questions** $[2 \times 4 = 8]$ 21. Analyse any two factors that were responsible for the Great Depression in America during 1929. [2] **22.** Mention the provisions that constitute India into a secular country. [2] **23.** Suggest any two ways to conserve energy resources in India. [2] Suggest any two ways to improve the usage of solar energy. **24.** In what ways Government can increase employment in the rural sector? [2] **Section C: Short Answer Based Questions** $[3 \times 5 = 15]$ 25. How was the social and political situation of India affected by the First World War? Explain. [3] How did the Indian merchants and industrialists relate themselves to the Civil Disobedience Movement? Explain. **26.** Examine the factors that influence the distribution pattern of the railway network in India. [3] 27. In what ways Multi-National Corporation (MNC) different from other companies? Explain with an example. [3] **28.** Differentiate between democratic and non-democratic government. [3] **29.** 'Tertiary sector is different from other sectors.' Justify the statement with suitable arguments. [3] **Section D: Long Answer Questions** $[5 \times 4 = 20]$ 30. Highlight the various measures and practices that French revolutionaries introduced to create a sense of collective identity amongst the French people. [5] OR Highlight the role of Otto Von Bismarck in making of Germany. 31. "Manufacturing school is considered as the backbone of general and economic development". Examine the statement in the context of India. [5] OR Examine the multi-pronged aspects of Information Technology and Electronics Industry. **32.** Describe the role of political parties in India. [5] OR Describe the necessity or utility of political parties in democratic countries. **33.** Explain the role of Self-Help Groups (SHGs) in rural society. [5] Explain the significance of The Reserve Bank of India in the Indian economy. **Section E: Case Based Questions** $[4 \times 3 = 12]$ **34.** Read the source given below and answer the question that follows: Will Thorne is one of those who went in search of seasonal work, loading bricks and doing odd jobs. He describes how job-seekers walked to London in search of work: 'I had always wanted to go to London, and my desire ... was stimulated by letters from an old workmate ... who was now working at the Old Kent Road Gas Works ... I finally decided to go ... in November 1881. With two friends I started out to walk the journey, filled with the hope that we would be able to obtain employment, when we get there, with the kind assistance of my friend ... we had little money when we started, not enough to pay for our food and lodgings each night until we arrived in London. Some days we walked as much as 20 miles, and other days less. Our money was gone at the end of the third day ... For two nights we slept out - once under a haystack, and once in an old farm shed ... On arrival in London we tried to find ... my friend ... but ... were unsuccessful. Our money was gone, so there was nothing for us to do but to walk around until late at night, and then tried to find some place to sleep. We found an old building and slept in it that night. The next day, Sunday, late in the afternoon, we got to the Old Kent Gas Works, and applied for work. To my great surprise, the man we had been looking for was working at the time. He spoke to the foreman and I was given a job.' Quoted in Raphael Samuel, 'Comers and Goers', in H.J. Dyos and Michael Wolff, eds, The Victorian City: Images and Realities, 1973. 1. Analyse the major factor which led London to become an attractive place for the job seekers. [1] 2. Analyse the reason for the appointment of Will Thorne by the Old Kent Gas works. [1] Examine the preference of hand labour over machines by the industrialists of the Victorian Britain. [2]



[4]

Narmada Bachao Andolan or Save Narmada Movement is a Non-Governmental Organisation (NGO) that mobilised tribal people, farmers, environmentalists and human rights activists against the Sardar Sarovar Dam being built across the Narmada river in Gujarat. It originally focused on the environmental issues related to trees that would be submerged under the dam water. Recently it has re-focused the aim to enable poor citizens, especially the oustees (displaced people) to get full rehabilitation facilities from the government.

People felt that their suffering would not be in vain... accepted the trauma of displacement believing in the promise of irrigated fields and plentiful harvests. So, often the survivors of Rihand told us that they accepted their sufferings as sacrifice for the sake of their nation. But now, after 30 bitter years of being adrift, their livelihood having even being more precarious, they keep asking: "Are we the only ones chosen to make sacrifices for the nation?"

Source: S. Sharma, quoted in In the Belly of the River. Tribal conflicts over development in Narmada valley. A. Baviskar. 1995.

- 1. With what objective 'Sardar Sarovar Dam' was built? [1]
- 2. Analyse the reason of protest by the tribal people. [1]
- 3. Highlight the issues on which the 'Save Narmada Movement' worked on. [2]
- **36.** Read the given extract and answer following questions:

[4]

Power sharing arrangements can also be seen in the way political parties, pressure groups and movements control or influence those in power. In a democracy, the citizens must have the freedom to choose among various contenders for power. In contemporary democracies, this takes the form of competition among different parties. Such competition ensures that power does not remain in one hand. In the long run, power is shared among different political parties that represent different ideologies and social groups. Sometimes this kind of sharing can be direct when two or more parties form an alliance to contest elections. If their alliance is elected, they form a coalition government and thus share power. In a democracy, we find interest groups such as those of traders, businessmen, industrialists, farmers and industrial workers. They also will have share in governmental power, either through participation in governmental committees or by bringing influence on the decision-making process.

- 1. 'Power sharing is an essential component of democracy.' Give one example to prove the statement. [1]
- 2. How is alliance building an example of power sharing?

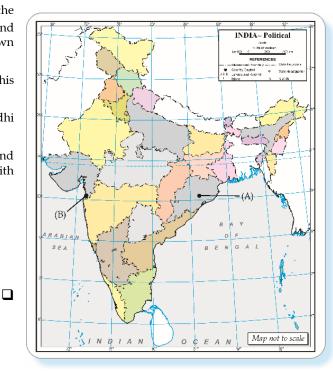
[1]

3. How do political parties, pressure groups and movements help in controlling or influencing those who are in power? [2]

Section F: Map Skill Based Questions

 $[1\times 5=5]$

- **37.** (a) Two places A and B have been marked on the given outline map of India. Identify them and write their correct names on the lines drawn near them.
 - (A) Indian National Congress session at this place in 1920
 - **(B)** The place where Mahatma Gandhi broke Salt Law.
 - (b) On the same outline map of India locate and label any **THREE** of the following with suitable symbols.
 - (a) Hirakud Dam
 - (b) Tarapur Atomic Power Station
 - (c) Noida Software Technology Park
 - (d) Kochi Port



SOLUTIONS

Sample Question Paper

Marking Scheme 2022-23 (Issued by Board)

SOCIAL SCIENCE

Section A

1.	Option (C) is correct. [1]
	<i>Explanation:</i> The colonisation of Asia and Africa by the Europeans was the result of numerous factors.
	There was an advancement of technology in Europe that established industries. The financial institutions such as banks got established and rail transport and water transport got developed significantly.
2.	Option (B) is correct. [1]

Explanation: Bal Gangadhar Tilak was a radical leader of the Congress who introduced two newspapers Kesari and Mahratta.

3. Option (C) is correct. [1]

Explanation: Raja Ravi Verma was one of the most renowned painters of India and he made some of the best-known paintings in India.

For Visually Impaired

Option (C) is correct. [1]

Explanation: Gita Govinda was one of the most famous work of Jayadeva who was a prominent writer.

4. Option (D) is correct. [1

Explanation: The development of the Gutenberg Press in Europe led to the rise in the availability of books in European society. After this invention, a German monk Martin Luther started condemning the radical practices of the Church which led to the beginning of the Protestant movement. The rise in the availability of the print media also developed viable conditions for the beginning of the French revolution.

5. Option (B) is correct. [1]

Explanation: Maize is an important crop which is utilised both as a food and a fodder and it ideally grows in the old alluvial soil in the temperature range of 21 degree to 27 degree Celsius.

6. Option (D) is correct. [1]

Explanation: The forests are classified by the government into three classes which are known as reserved forests, protected forests and unclassed years.

7. Option (A) is correct.

[1]

Explanation: Renewable resources are those which do not get replenished with time like forests and wildlife in this case. The non-renewable resources are those which cannot be regained back easily once finished like coal and petroleum. Roads, canals and railways come under the category of the national resources and oceanic resources are international resources.

8. Option (C) is correct. [1]

Explanation: The state of Belgium made efforts to resolve the conflicts between the Dutch speaking communities and French speaking communities by devising a sound power-sharing formula. Under this, an equal number of members from the Dutch and French community in the central government. Separate government for Brussels with equal representation of communities. Community government is elected by people belonging to one language community.

9. Option (A) is correct. [1]

Explanation: Education is one of the important subjects of the concurrent list on which both the state and the central government can formulate laws.

10. Option (C) is correct. [1]

Explanation: The feminist movement aims at transforming the position of women in their social, political, personal as well as economic lives.

11. Option (A) is correct. [1]

Explanation: Bharatiya Janata Party has formed the government at the centre with the support of many other parties which are collectively known as the National Democratic Alliance.

12. Option (A) is correct. [1]

Explanation: In a democratic form of government the government is formed by conducting of free and fair elections and the functioning of the government is based on norms. Due to all these reasons, they are responsive, accountable and legitimate government.

13. Option (C) is correct.

[1]

Explanation: The Sri Lankan constitution gave protection to the Buddhist religion as there was the majority of the people preaching this religion in the nation.

14. Option (D) is correct. [1]

Explanation: As per the given information the state of Kerala has the highest level of education.

15. Option (D) is correct. [1]

Explanation: The percentage of girls not attending the school is (100–82)% is 18%.

16. Option (D) is correct. [1]

Explanation: The things given in the three other options are the different professions of the person. Whereas, different modes of transportation are given the option D.

17. Option (A) is correct. [1]

Explanation: Organised and unorganised sector are the types of employment activities. In the organised sector, the employees are protected by several laws which is not the case in the unorganised sector.

18. Option (B) is correct. [1]

Explanation: Collateral is the security which the bank keeps as a guarantee whenever a customer secures a loan from it. It gives protection to the bank's money in case of default.

19. Option (A) is correct. [1]

Explanation: World Trade Organisation was established for ensuring robust international trade by establishing an international order for trade.

20. Option (A) is correct. [1]

Explanation: Globalisation has led to the removal of the barriers in the international trade for the smooth transfer of goods and services internationally. Under its aegis, the foreign companies invested in several nations and established their factories and offices.

Section B

- **21.** (i) Agricultural overproduction remained a problem and it was made worse by falling agricultural prices.
 - (ii) As prices slumped and agricultural incomes declined, farmers tried to expand production and bring a larger volume of produce to the market but it pushed down prices.
 - (iii) In the mid-1920s, many countries financed their investments through loans from the US, it was extremely easy to raise loans in the US when the going was good.
 - (iv) But in the first half of 1928 countries that depended crucially on US loans faced an acute crisis.

- (v) The withdrawal of US loans affected the rest of the world in different ways In Europe it led to the failure of small major banks and the collapse of currencies such as the British pound sterling.
- (vi) Any other relevant point (Any Two Points)
- **22.** (i) There is no official religion for the Indian state. Our Constitution does not give a special status to any religion.
 - (ii) The Constitution provides to all individuals and communities freedom to profess, practice and propagate any religion, or not to follow any.
 - (iii) The Constitution prohibits discrimination on grounds of religion.
 - **(iv)** Secularism is an idea that constitutes one of the foundations of our country.
 - (v) At the same time the Constitution allows the state to intervene in the matters of religion in order to ensure equality within religious communities.
 - (vi) Any other relevant point (Any Two Points)
- **23.** (i) Promotion of energy conservation and increased use of renewable energy sources
 - (ii) Have to adopt a cautious approach to the judicious use of our limited energy resources.
 - (iii) Use public transport systems instead of individual vehicles
 - (iv) Switch off electricity when not in use
 - (v) Using power-saving devices
 - (vi) Use non-conventional sources of energy.
 - (vii) Any other relevant point (Any Two Points)
 OR
 - (i) Reducing the cost of solar panels
 - (ii) Use of efficient solar panel models.
 - (iii) Rising awareness about the importance of renewable energy
 - (iv) Easy installation process
 - (v) Buy panels with High Concentrated Photovoltaic (CPV) Cells.
 - (vi) Avoid installing solar panels in shaded areas.
 - (vii) Any other relevant point (Any Two Points)
- **24.** (i) by introducing mega projects-new dam is constructed and canals
 - (ii) by introducing tertiary facilities in an area
 - (iii) to identify, promote and locate industries and services in semi-rural areas
 - (iv) It is also possible to set up industries that process vegetables and agricultural produce like potato, sweet potato,
 - (v) by promoting tourism, or regional craft industry, or new services like IT.
 - (vi) Any other relevant point (Any Two Points)

Section C

- **25.** (i) The war created a new economic and political situation.
 - (ii) It led to a huge increase in defence expenditure which was financed by war loans and increasing taxes: customs duties were raised and income tax was introduced.
 - (iii) Through the war years prices increased doubling between 1913 and 1918 leading to extreme hardship for the common people.
 - (iv) Villages were called upon to supply soldiers, and the forced recruitment in rural areas caused widespread anger.
 - (v) Crops failed in many parts of India, resulting in acute shortages of food.
 - (vi) This was accompanied by an influenza epidemic. Million people perished as a result of famines and the epidemic.
 - (vii) Any other relevant point (Any Three Points)
 OR
 - (i) Indian merchants and industrialists were keen on expanding their business and reacted against colonial policies that restricted business activities.
 - (ii) They wanted protection against imports of foreign goods, and a rupee-sterling foreign exchange ratio that would discourage imports.
 - (iii) To organise business interests, they formed the Indian Industrial and Commercial Congress in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927.
 - (iv) Led by prominent industrialists like Purshottamdas Thakurdas and G.D. Birla, the industrialists attacked colonial control over the Indian economy and supported the Civil Disobedience Movement
 - (v) They gave financial assistance and refused to buy or sell imported goods.
 - (vi) Most businessmen wanted to flourish trade without constraints.
 - (vii) Any other relevant point (Any Three Points)
- **26.** Physical and economic factors have influenced the distribution pattern of the Indian Railways network in the following ways:
 - (i) Northern Plain: Level land, high population density and rich agricultural resources have favoured the development of railways in these plains. However, a large number of river requiring the construction of bridges across their wide river beds posed some obstacles.
 - (ii) Peninsular region and the Himalayan region: it is a hilly terrain. The railway tracks are laid through low hills, gaps or tunnels. So, it is very difficult to lay the railway lines. The

- Himalayan mountainous regions too are not favourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities.
- (iii) **Desert of Rajasthan:** on the sandy plain of western Rajasthan too, it is very difficult to lay railway lines which have hindered the development of railways.
- (iv) Swamps of Gujarat, forested tracts of Madhya Pradesh, Chhattisgarh, Orissa and Jharkhand; these are also not suitable for the development of railways.
- (v) The contiguous stretch of Sahyadri could be crossed only through gaps or passes. Although the Konkan railway along the west coast has been developed but it has also faced a number of problems such as the sinking of track in some stretches and landslides
- (vi) Any other relevant point (Any Three Points)
- **27.** (i) Domestic companies tend to restrict their operations to the country of origin, while multinational corporations operate in more than two countries. Ex: Infosys
 - (ii) Companies (Infosys) expand globally for many reasons, mostly to obtain new markets, cheaper resources and reduction in operational costs, all of which significantly affect financial management. These benefits also increase the risks faced by multinational corporations.
 - (iii) Multinational (Infosys) financial management differs from domestic financial management in six essential ways
 - (iv) Unlike their domestic financial management counterparts, multinationals are subject to exchange rates that differ based on the prevailing inflation rate in the foreign countries where they operate.
 - (v) Any other point (Any Three Points)
- **28.** (i) Democratic governments are transparent, legitimate and accountable whereas nondemocratic govt are selected and formed at their own discretion
 - (ii) Democratic government provides dignity and freedom to all without any discrimination
 - (iii) Conflicts are resolved through debate, discussions and negotiation rather than discretion
 - **(iv)** Minority and majority cooperation are the common phenomenon in the democratic govt.
 - (v) Enhances dignity of all without any discrimination
 - (vi) Any other relevant point (Any Three Points)
- **29.** (i) Tertiary sector is the basic service sector whereas primary and secondary are the sectors that produce goods

UNIT-I:

INDIA AND THE CONTEMPORARY WORLD-II SECTION-I EVENTS AND PROCESSES

CHAPTER

1

THE RISE OF NATIONALISM IN EUROPE



The French Revolution and the Idea of the Nation, The Making of Nationalism in Europe, The Age of Revolutions: 1830-1848, The Making of Germany and Italy, Visualizing the Nation, Nationalism and Imperialism.

In this chapter you will study

Rise of Nationalism in Europe, French Revolution, Nationalism and Imperialism.

Topic-1

French Revolution and Making of Nationalism

<u>Concepts Covered</u> • The French Revolution and The Idea of The Nation.

List of Topics

Topic-1: French Revolution and Making of Nationalism

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Topic-2 : The Age of Revolutions (1830-1848) **Page No. 9**

Topic-3: Nation States
— Unification of Italy,

Germany and Britain
Page No. 14

Topic-4: Visualising the Nation: Nationalism and Imperialism

Page No. 19



Revision Notes

Idea of the Nation

- The concept of **nationalism** emerged in Europe during the nineteenth century.
- It marked the downfall of feudalism and the beginning of Renaissance which literally means 'Rebirth'.

© ─ Key Words

Nationalism: An ideology which emphasizes faithfulness, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests.

Feudalism: A social system existing in medieval Europe in which people worked and fought for nobles who gave them protection and land in return. **Renaissance:** The revival of European art and literature under the influence of classical models in the 14th–16th centuries.

Social republics: It is a sovereign state constitutionally dedicated to the establishment of socialism. **Liberty, Equality, Fraternity:** These words are regarded as the most famous slogan of the French Revolution. Men and women are born and remain free and equal in rights. Social distinctions may be founded only upon the common good.

 The feeling of nationalism was illustrated by a French artist named Frédéric Sorrieu. In 1848, he prepared a series of four prints visualising his dream of a world made up of 'Democratic and Social Republics', as he called them.

©=w Key Personality

Frédéric 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'.

The Romantic Imagination and National Feeling

of local folklore was not just to recover an ancient national spirit, but also to carry the modern nationalist message to large audiences The emphasis on vernacular language and the collection who were mostly illiterate.

Germany, England, Austro-Hungary — was keen on countering the hold of other powers over the Balkans, and extending the Balkan problem unfolded. Each power — Russia, These rivalries were very evident in the way its own control over the area.

common way of life that cut across regional divisions. A working

In 1789, the members of this class were united by a

The Aristocracy and the New Middle Class

class population and a middle class (which was composed of

industrialists, businessmen and professionals)

made the new social groups.

The French Revolution and the Idea of the Nation

ldeas of national unity in early-nineteenth-What did Liberal Nationalism Stand for?

century: Europe was closely allied to the ideology of

liberalism. Napoleonic Code reverted to the earlier system of limited suffrage. A New Conservatism after 1815

vas joined by most of the German states. One was formed; at the initiative of Prussia and In 1834, a customs union or Zollverein of the major issues taken up was freedom of the press.

The Revolutionaries

Secret societies were set up in Germany, France, Switzerland and Poland. Mazzini relentlessly opposed the monarchy.

Visualising the Nation

concrete form. In Germany 'Germania' was chosen as an nation sought to give the abstract idea of the nation a allegory and in Italy allegory of 'Christened Marianne' The female form that was chosen to personify the was chosen.

Johnollism in Eurobo The Rise or

First Level Second Level Third Level

Frace the Mind Map 🗭

Revolutions:1830-1848 The Age of

> widespread unemployment brought the population of Paris out on the roads.

Hunger, Hardship and Popular Revolt In 1830s, food shortages and

Nationalism and Imperialism

The 1848 revolution was led by the educated middle class along with the poor, unemployed starving peasants and demands of constitutionalism with national unification. workers in many European countries for fulfilling their 1848: The Revolution of the Liberals

Germany — Can the Army be the Architect of a Nation?

the dominance of Prussian state power. Prussian measures and The nation-building process in Germany had demonstrated practices often became a model for the rest of Germany.

Italy Unified

Germany and Italy

The Making of

Sardinia- Piedmont, was ruled by an Italian princely house - The process of unification of Italy was the work of three Italy was divided into seven states, of which only one, main leaders, Giuseppe Garibaldi, Count Cavour, and During the middle of the nineteenth century, Victory Emmanuel II.

The Strange Case of Britair

thnic ones — such as English, Welsh, Scot or Irish. The Act of Union (1707) The primary identities of the people who inhabited the British Isles were between England and Scotland that resulted in the formation of the United Kingdom, of Great Britain.

- The painting depicted his dream of a world free of the absolutist institutions and the establishment of democratic and social republics. It also illustrated the **Statue of Liberty** holding a torch of Enlightenment and the Charter of the Rights of Man.
- The concepts of liberty, equality, fraternity and nationalism dominated the social and political scene of Europe in the 19th century.

© ── Key Words

Absolute Monarchy: A monarchy in which the monarch holds the supreme or absolute powers. A monarchy that is not limited or restrained by laws or a constitution.

French Revolution: An uprising in France against the monarchy from 1789 to 1799 which resulted in the establishment of France as a republic.

Constitutional Monarchy: It is a system of government in which a monarch shares power with a constitutionally organized government.

La patrie: It is a French word used for fatherland. Le citoyen: It is the French word used the citizen. Napoleonic Code: The Civil Code of 1804 introduced by Napoleon, is known as the Napoleonic Code. This Code did away with all the privileges based on birth, established equality before the law and secured the right to property.

Liberalism: It is a political and moral philosophy which is based on liberty, equality before the law and consent of the governed.

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 development of nationalism.

Conservatism: It is a political and social philosophy promoting traditional social institutions in the context of culture and civilisation.

French Revolution: Beginning and Salient Features

- Till 1789 France was under absolute monarchy.
- However, 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, thereby, a remarkable 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 aptly be called as Nationalism.



Revolution

• The revolution transferred the sovereignty from the monarch to the people.

- The ideas of la patrie (the fatherland) and le citoyen (the citizen) were adopted.
- The Estates General was renamed as the National Assembly, which was elected by the body of active citizens.
- French armies moved into Holland, Belgium, Switzerland and Italy in the 1790s with a promise of liberating the people from their despotic rulers.

©=₩ Key Facts

The **French Revolution** was primarily caused due to the financial crisis and it began with the *Storming* of the Bastille, 14th July 1789.

In October 1815, **Napoleon** was exiled to the remote island of St. Helena in the South Atlantic Ocean, where he remained until he died on May 5, 1821, at the age of 51.

Napoleon (1769-1821)

- Ruled France from 1799 to 1815.
- Assumed absolute power in 1799 by becoming the First Consul.

Napoleon (1769-1821): A French military and political leader who gained prominence during the French Revolution. He ruled France from 1799 to 1815. He assumed absolute power in 1799 by becoming the First Consul.

Giuseppe Mazzini: A famous Italian revolutionary who 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

- Introduced the Civil Code in 1804 which also came to be known as the **Napoleonic Code**.
- The Code established equality before the law and abolished all privileges based on birth.
- It also abolished the feudal system and freed peasants from serfdom.
- Transport and communication system were approved.
- Taxation and censorship were imposed and military services were made mandatory.

⊚- Wey Dαtes

1789: French Revolution.

1797: Napoleon invaded Italy; Napoleonic wars began.

1799 to 1815: Napoleon ruled France.

1804: Napoleonic Code was introduced, that did away with all the privileges based on birth. It upheld equality before the law.

1807: Mazzini was born in Genoa.

1814-15: Fall of Napoleon; the Vienna Peace Settlement.

1815: Napoleon defeated by the European powers.

1821: Greek struggle for independence began.

1831: Mazzini sent into exile for attempting a revolution in Liguria

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 the 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.
- 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.
- Mazzini, a famous Italian Giuseppe revolutionary was born in 1807 in Genoa. He was the 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.



OBJECTIVE TYPE QUESTIONS

(1 mark each)

Multiple Choice Questions

Q. 1. Identify the correct statement with regard to 'The Act of Union -1707' from the following options.

- (A) The British monarchy surrendered the power to English Parliament.
- (B) The British Parliament seized power from
- (C) The formation of the 'United Kingdom of Great Britain'.
- (D) The British nation was formed as a result of a war with Scotland and Wales.

Ans. Option (C) is correct.

Explanation: The Act of Union (1707) between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain' after which England was able to impose its influence on

- Q. 2. Who among the following formed the secret society called `Young Italy'?
 - (A) Otto Von Bismarck
 - (B) Giuseppe Mazzini
 - (C) Johann Gottfried Herder
 - (D) Duke Metternich
- Q. 3. Study the following picture and answer:



Who is represented as a postman in the given image?

- (A) Giuseppe Mazzini (B) Otto von Bismarck
- (C) Napoleon Bonaparte (D) Giuseppe Garibaldi

Ans. Option (C) is correct.

Explanation: When Napoleon lost the battle of Leipzig in 1813, he dropped out the letters from his bag that has written the names of the territories he lost

Q. 4.		Column A	Column B		
	(i)	Meaning of 'liber'	(a)	The fatherland	
	(ii)	Meaning of 'elle'	(b)	The citizen	
	(iii)	Meaning of 'le citoyen'	(c)	Free	
	(iv)	Meaning of 'la patrie'	(d)	The measure of cloth	

- (A)(i)-(b), (ii)-(c), (iii)-(d), (iv)-(a)
- (B) (i)-(c), (ii)-(d), (iii)-(b), (iv)-(a)
- (C) (i)-(d), (ii)-(a), (iii)-(c), (iv)-(b)
- (D) (i)-(a), (ii)-(d), (iii)-(b), (iv)-(c)

Ans. Option (B) is correct.

Explanation:

- (i) In Roman, Liber means free.
- (ii) Elle was used to measure cloth.
- (iii) In French, citizens who lived inside city walls known as 'le citoyen'.
- (iv) In French, 'la patrie' means 'the fatherland'.

Q. 5.		Column A	Column B	
	(i)	Napoleon Bonaparte	(a)	Frankfurt Parliament
	(ii)	Duke Metternich	(b)	Civil Code
	(iii)	Louis XVI	(c)	Congress of Vienna
	(iv)	Carl Welcker	(d)	French Revolution

(A)(i)-(b), (ii)-(c), (iii)-(d), (iv)-(a)

- (B) (i)-(d), (ii)-(a), (iii)-(b), (iv)-(c)
- (C) (i)-(b), (ii)-(a), (iii)-(c), (iv)-(d)
- (D) (i)-(a), (ii)-(d), (iii)-(b), (iv)-(c)

Ans. Option (A) is correct.

Explanation:

- (i) Napoleon Bonaparte introduced Civil Code of 1804, also known as Napoleonic Code.
- (ii) The Congress was hosted by the Austrian Chancellor Duke Metternich.
- (iii) The last monarch of France was Louis XVI.
- (iv) The liberal politician Carl Welcker was an elected member of the Frankfurt Parliament.
- Q. 6. Which type of governments was mainly driven in Europe after the defeat of Napoleon in 1815?

A (Delhi, Set I, 2021)

- (A) Conservative
- (B) Liberal
- (C) Federal
- (D) Feudal

Ans. Option (A) is correct

Explanation: Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of State and Society — like the Monarchy, the Church, Social hierarchies, Property and the family - should be preserved.

Q. 7. Which one of the following group of countries collectively defeated Napoleon in 1815?

(Delhi, Set I, 2021)

- (A) Britain, Russia, Prussia and Austria
- (B) Britain, Russia, Prussia and Australia
- (C) Britain, Russia, Netherlands and Germany
- (D) Britain, Luxembourg, Germany and Italy

Ans. Option (A) is correct

Explanation: In 1815, representatives of the European powers, Britain, Russia, Prussia and Austria had collectively defeated Napoleon; they met at Vienna to draw up a settlement for Europe.

- O. 8. In which one of the following countries did the first liberalist-nationalist upheaval take place in A (Delhi, Set I, 2021) July 1830?
 - (A) France
- **(B)** Germany
- (C) England
- (D) Italy

Ans. Option (A) is correct

Explanation: The first upheaval took place in France in July 1830.

- Q. 9. Most conservative regimes set up in 1815 imposed censorship laws. Which of the following did they want to control through such laws?
 - **P:** What was written about them?
 - Q: The increasing demand for modernising the
 - R: The spread of ideas of liberty and freedom reflected in the newspapers
 - S: The spread of the idea that modernisation could strengthen traditional institutions
 - (A) Only P and Q
- (B) Only P and R
- (C) Only Q and S
- (D) Only R and S

Ans. Option (B) is correct

Q. 10. "When France sneezes," Metternich once remarked, "the rest of Europe catches cold."

> What did Duke Metternich mean by this statement?

- (A) France's Bourbon dynasty was the most influential line of kings in Europe.
- **(B)** French trade guilds wielded enormous powers over European trade.
- (C) France had begun annexing neighbouring nations after 1815.
- (D) France's nationalist movement inspired other nations.

Ans. Option (D) is correct

- Q. 11. How did Napoleon bring revolutionary changes in the field of administration?
 - (A) Abolished all privileges based on birth
 - (B) Secured the right to property for all French revolutionaries
 - (C) Increased the age of people who could be absorbed into serfdom
 - (D) Made all men and women with property equal in the eyes of the law

Ans. Option (A) is correct

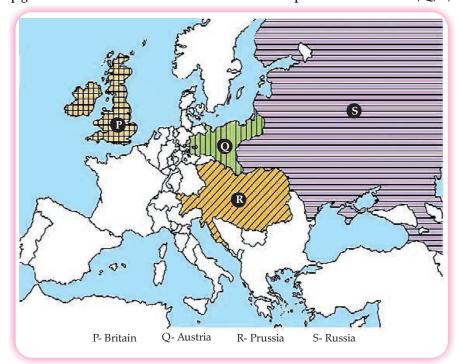
Explanation: Napoleon simplified administrative divisions, he abolished feudal system, and freed peasants from serfdom and manorial dues. In towns too, guild systems were removed. Transport and communication systems were improved. Peasants, artisans, businessmen and workers enjoyed the newfound freedom.

Q. 12. What was the purpose of replacing the former royal standard with a new French flag, the tricolour, during the French Revolution in 1789?

- (A) To evoke loyalty toward the nation instead of a
- (B) To show other countries that the French flag was superior to theirs
- (C) To support the businessmen who had created
- the flag to lead the revolution
- (D) To provoke the people to wage a war against Holland and Switzerland in 1790

Ans. Option (A) is correct

Q. 13. On the map given below the four territories which defeated Napoleon are marked as P, Q, R, and S.



Which one of them has been marked **INCORRECTLY?**

(A) P and O

(B) Q and R

(C) R and S

(D) S and P

Ans. Option (B) is correct

Assertion & Reason

Directions: In the following questions, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice as:

- (A) Both A and R are true and R is the correct explanation
- (B) Both A and R are true but R is NOT the correct explanation of A.
- **(C)** A is true but R is false.
- (D) A is false and R is true.
- Q. 1. Assertion (A): A large part of the Balkans was under the control of the Ottoman Empire.

Reason (R): The spread of the ideas of Romantic Nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

Ans. Option (A) is correct.

(CBSE Additional Question 2021-22)

Q. 2. Assertion (A): The French Revolution was an influential event that marked the age of revolutions in Europe.

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

Q. 3. Assertion (A): Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives.

Reason (R): Metternich described Mazzini as 'the most dangerous enemy of social order'.

Ans. Option (A) is correct.

- **Q4. Assertion** (A): The French Revolution helped to state the idea of nationalism as it encouraged the idea that people owned the country, and they were an important part of the state.
 - **Reason** (R): From the very beginning, the French revolutionaries introduced various measures and practices that could create a sense of collective identity among the French people.
- Q5. Assertion (A): From the very beginning, the French revolutionaries introduced various practices like the idea of la patrie and le citoyen. Reason(R): This was done to create a sense of collective identity amongst the French people.

Ans. Option (A) is correct



SUBJECTIVE TYPE QUESTIONS



Very Short Answer Type (1 mark each)

Q. 1. Examine the significance of the Statue of Liberty in Frédéric Sorrieu's paintings, 'The Dream of Worldwide Democratic and Social Republics'.

A [Delhi, Term 1, 2020]

Ans. Statue of Liberty in Frederic Sorrieu's paintings depicts the people of Europe and America marching towards the Statue of Liberty and paying homage to it. Liberty is personified as a female figure which holds charter rights in one hand and the torch in



Topper Answer, 2020

4) The Statue of Liberty held the torch of liberty in one hand and the charter of the rights of man for the others. All the countries payed homage to the statue as they passed by. The countries post the Statue had already become nation-states. It represented the struggle for freedom, to become independent

O. 2. Who was Frederic Sorrieu?



Q. 3. What was the aim of the French revolutionaries?

AL E

- **Ans.** Frederic Sorrieu, a French artist, prepared a series of four prints, visualizing his dream of a world made up of 'democratic and social republics', as he called them.
- Q. 4. What do you understand by the term 'Nationstate'?
- **Ans.** In a nation-state was one where the citizens strived to develop a common identity based on shared language, traditions and customs.
- Q. 5. What is meant by the term 'Absolutism'?
- Ans. Absolutism is the political doctrine and practice of unlimited centralized authority and absolute sovereignty, as vested especially in a monarch or dictator.
- Q. 6. What is the Utopian Vision?



- Q. 7. Mention one major change that occurred in the political and constitutional scenario due to French **Revolution in Europe?** A L E
- Ans. The French Revolution led to the transfer of sovereignty from the monarch to a body of French citizens.

Short Answer Type Questions

(3 marks each)

Q. 1. Explain the measures and practices introduced by the French Revolutionaries to create a sense of collective identity amongst the French people.

> A (CBSE SQP, 2020-21) (Board Term-II, Delhi Set I, 2017)

- The French revolutionaries introduced various measures and practices that created a sense of collective identity amongst the French people-
- (i) The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.
- (ii) A new French flag, the tricolour, was chosen to replace the former Royal Standard.
- (iii) The Estates General was elected by the body of active citizens and renamed the National Assembly.
- (iv) New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.
- (v) A centralised administrative system was put in place and it formulated uniform laws for all the citizens within its territory.
- (vi) Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.
- (vii) Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

(Any three)

Q. 2. How had Napoleonic Code exported to the other regions under French control ? Explain with examples.

A (CBSE Board Delhi Set - I, II, III, 2019)

- Ans. Napoleonic Code exported to the regions under the French control:
 - (i) Simplified administrative divisions.
 - (ii) Abolished feudal system.
 - (iii) Freed peasants from serfdom and manorial dues.

- (iv) In towns, guild restrictions were removed.
- (v) Transport and communication system improved.
- (vi) Any other relevant point.

(Any three points to be explained with examples.)

[CBSE Marking Scheme, 2019] 3

Detailed Answer:

The Napoleonic Code was exported to the regions under the French control:

- (i) In the Dutch Republic, in Switzerland, in Italy and Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
- (ii) In the towns too, guild restrictions were removed. Transport and communication systems were improved. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom.
- (iii) Businessmen and small-scale producers of goods, in particular, began to realise that uniform laws, standardised weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.
- Q. 3. Describe the ideology of liberalism during early 19th century. (CBSE SQP 2018-19)

Long Answer Type (5 marks each)

- **[III]** Q. 1. How did ideas of national unity in early nineteenth century Europe allied to the ideology of liberalism? [Delhi/OD Set-I, II, III, 2020] Explain.
- Ans. The ideology of liberalism allied with nationalism in the following ways:
 - (i) Liberalism stood for freedom for 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) The coming of the railways further linked harnessing economic interests to national unification as it helped stimulate mobility. $(1 \times 5 = 5)$
- Q. 2. "The first clear expression of nationalism came with the French Revolution in 1789." Explain the meaning of nationalism and throw light on the statement. All U [Board OD Term-II Set-I, II, III, 2017]
 - **Ans.** Nationalism is a feeling of people within a state territory, which makes them develop a sense of collective identity and share history or descent. This feeling works as a binding force among people. Before 1789, France was under absolute monarchy. With French Revolution, Monarchy was thrown 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:
- (i) A new French flag was adopted to replace former Royal Standard.
- (ii) The Estates General renamed as General Assembly, became an elected body.
- (iii) Centralised administration and uniform civil laws were made for citizens.
- (iv) Uniform weighing and measurement system was adopted.
- (v) French became the national language of France. All these changes give 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.

[CBSE Marking Scheme, 2017]

AI Q. 3. Who hosted 'Vienna Congress' in 1815? Analyse the main changes brought by the 'Vienna Treaty.'

U [Board Delhi Term-II Set-I, II, III, 2017]

Ans. Congress of Vienna was hosted by the 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)

(CBSE Marking Scheme, 2017)



Commonly Made Error

It is important to give a brief description about the territorial changes that took place.



Answering Tip

- Students should write the basic introduction about Vienna Congress in the beginning.
- Q. 4. "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.

AIA (Board Term-II, OD, 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 system more rational and efficient."
 - (i) All privileges based on birth were removed.
 - (ii) He established equality before law.
- (iii) Right to property was given.
- (iv) He simplified administrative divisions.
- (v) Feudal system was abolished and peasants were freed 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]

Commonly Made Error

► The students forget to mention the real meaning of the Napoleonic Code. They should give brief description about it.



Answering Tip

► The students should give proper description about the reforms introduced by Napoleon.

Topic-2

The Age of Revolutions (1830-1848)

<u>Concepts Covered</u> • The upheavals that took place in France • Romantic imagination and national feeling.



Revision Notes

National Feeling

 Liberalism and Nationalism became associated with the revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.

©=₩ Key Words

The Ottoman Empire: It was one of the mightiest and longest-lasting dynasties in world history.

The Greek War of Independence: It was a successful war waged by the Greeks to win independence for Greece from the Ottoman Empire.

- The first upheaval took place in France in July 1830. The Bourbon kings who had been restored to power during the conservative reaction after 1815, were now overthrown by liberal revolutionaries.
- 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, poetry, stories and music helped express and shape nationalist feelings.
- Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiments.

©=₩ Key Word

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.

- Language too played an important role in developing nationalist sentiments.
- Russian language was imposed everywhere.

 The 1830s saw a rise in prices, bad harvest and poverty in Europe. Besides the poor, unemployed and starving peasants and even educated middle classes revolted.

©=₩ Key Dates

1830: The first upheaval took place in France in July 1830; Period of Economic Crisis in Europe.

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 demanded constitutions and representative governments; Italians, Germans, Magyars, Poles, Czechs, etc., demanded nationstates.

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. Scan to know more about this topic



Revolutions of 1830 and 1848

©− Key Fαct

Romanticism celebrated the individual imagination and intuition in the enduring search for individual rights and liberty.

 After 1848, nationalism in Europe moved away from its association with democracy and revolution.



OBJECTIVE TYPE QUESTIONS

(1 mark each)

A Multiple Choice Questions

- Q. 1. Which of the following treaty recognized Greece as an independent nation? [CBSE SQP, 2020-21]
 - (A) Treaty of Sevres
 - (B) Treaty of Versailles
 - (C) Treaty of Lausanne
 - (D) Treaty of Constantinople

Ans. Option (D) is correct.

Explanation: The borders of the Ottoman Empire were restated which confirmed the terms of the Constantinople Arrangement and marked the end of the Greek War of Independence creating modern Greece as an independent state.

- Q. 2. Which of the following countries is considered as the 'Cradle of civilisation'?
 - (A) England
- (B) Greece
- (C) France
- (D) Russia
- Q. 3. Arrange the following in the correct sequence:
 - (i) Treaty of Constantinople
 - (ii) First upheaval took place in France
 - (iii) Lord Byron died
 - (iv) Greek struggle for independence begins Option:
 - (A) (i) (ii) (iii) (iv)
- **(B)** (ii) (iv) (i) (iii)
- (C) (iv) (iii) (ii) (i)
- (D) (iii) (iv) (ii) (i)

Ans. Option (C) is correct.

Explanation:

- (i) Greek Struggle for independence begins in 1821.
- (ii) Lord Byron died in 1824.
- (iii) First upheaval took place in France in July 1830.
- (iv) Treaty of Constantinople in 1832.
- Q. 4. Who said "When France sneezes, the rest of Europe catches cold"?

 All R [OD, Set I, II, III 2020]
 - (A) Garibaldi
- (B) Mazzini
- (C) Bismarck
- (D) Metternich

OR

(C) Bismarck

(D) Metternich

Who among the following remarked "When France sneezes, the rest of Europe catches cold"?

- (A) Lord Byron
- (B) Metternich
- (C) Johann Herder
- (D) Napoleon

[CBSE, Term 1, 2021]

Ans. Option (D) is correct.

Explanation: Metternich said so when French Revolution overthrew the monarch that impacts other European countries as well.

Q. 5. Analyze the information given below, considering one of the following correct options:

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? 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.

- (A) Portrait of a nation
- (B) Idol of a nation
- (C) Personification of a nation
- (D) Visualising a nation

Ans. Option (D) is correct.

- Q. 6. Why was a customs union or zollverein formed by Prussia and most of the German states in 1834?
 - **A.** To abolish state-imposed restrictions on the movement of goods and capital
 - **B.** To encourage the state-wise system of weights and measures
 - C. To import more goods from the landlocked Balkans
 - D. To boost trade with England and France

Ans. Option (A) is correct

B Assertion & Reαson

Directions: In the following questions, A statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice as.

- (A) Both A and R are true and R is the correct explanation of A
- (B) Both A and R are true but R is NOT the correct explanation of A
- (C) A is true but R is false.
- (D) A is false and R is true.
- Q. 1. Assertion (A): Serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia.

Reason (R): Monarchs were beginning to realise that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.

Ans. Option (A) is correct.

Q. 2. Assertion (A): The Scottish Highlands suffered terrible repression whenever they attempted to assert their independence.

Reason (R) : Catholic revolts against British dominance were suppressed.

Ans. Option (B) is correct.

Explanation: Scotland suffered because of the long-drawn-out process and Ireland got support from the English to suppress the Catholic revolts.

Q. 3. Assertion (A): Greece is often known as the Cradle of Western Civilization.

Reason (R): Many of the ideas that flourished in the western world were "born" in ancient Greece.

Q. 4. Assertion (A): After Russian occupation in Poland, the Russian language was imposed on its people

Reason (R): The use of Polish soon came up as a symbol of struggle against Russian dominance.

AI [CBSE, Term 1, 2021]

Ans. Option (A) is correct

Explanation: After Russian occupation, the polish language was forced out of schools and the Russian language was imposed everywhere. Many members of the clergy in Poland began to use their own language as a weapon of national resistance and the use of polish came to be seen as a symbol of struggle against Russian dominance.

Q. 5. Assertion (A): Weavers in Silesia had led a revolt against contractors in 1845.

Reason (R): Contractors had drastically reduced their payments. A [| CBSE, Set I, 2021]

Ans. Option (A) is correct

Explanation: In 1845, weavers in Silesia had led a

revolt against contractors who supplied them raw material and gave them orders for finished textiles but they had drastically reduced their payments. On 4th June large crowd of weavers marched in Paris up to the Mansion of their contractors demanding higher wages.

Q. 6. Assertion (A): Romantic artists and poets criticized the glorification of reason and science.

Reason (R): Romanticism was a cultural movement that sought to develop a particular form of nationalist sentiment in Europe.

Ans. Option (B) is correct

Explanation: Romanticism focused on emotions, intuition and mystical feelings. They helped create a sense of collective heritage and cultural past as part of nation building through use of folk songs, dances and music.



SUBJECTIVE TYPE QUESTIONS



Q.1. 'Language too played an important role in developing nationalist sentiments'. Explain (Al)(E)

- Ans. Language played an important role in developing nationalist sentiments in Poland. After Russian occupation, the Polish language was forced out of schools and the Russian language was made compulsory everywhere. Many members of the clergy in Poland began to use language as a weapon of national resistance. Polish came to be seen as a symbol of the struggle against the Russian dominance.
- Q. 2. What do you know about Friedrich Wilhelm IV?

Ans. Friedrich Wilhelm IV was the King of Prussia from 1840-1861. He opposed the elected assembly of German and supported the monarchs. Even though he was a true conservative, he adopted less strict policies and also promised people to form the constitution in future.

- Q. 3. What did Friedrich Wilhelm do when he was offered the crown?
- Q. 4. When did the first upheaval in France take place?

Q. 5. What do you know about the Greek War of Independence?

Ans. The Greek War of Independence was a successful war waged by the Greeks to win independence for Greece from the Ottoman Empire.



Q. 1. Describe the role of Romanticism in developing nationalist feelings among Europeans during nineteenth century.

AIR (Board Delhi/OD, 2019)

Define the term 'Romanticism'. How did it facilitate the promotion of nationalist sentiment?

(Board Term-II, 2016)

- 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 criticised 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 the nation could be popularized.
 - (iii) Emphasis on vernacular language: They gave emphasis on vernacular language to recover not only the ancient national spirit, but also to carry the modern nationalist message to a large audience who were mostly illiterate. $1 \times 3 = 3$



Topper's Answer, 2019

So

in The Leeling of nationalism didnot only of	ome
due to territorial expansion or war, x	ulture
played a major role in developing sense	9
nationalism.	0
(ii) Romanticism is a cultural movement et	nat
sought to develop a particular kind of	3
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# forklone	24

Q. 2. Describe the great economic hardship that prevailed in Europe during the 1930s.

AI A (Board OD Set-I, 2019) OR

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

A (Board OD Term-II Set-I, II, III, 2017)

OR

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

A (Board Term-II

OD, Set-I, II, III, 2016)

Ans. Economic hardships:

- (i) Increase in population all over Europe.
- (ii) More job seekers than employment.
- (iii) Rural population migrated to urban areas, overcrowded slums.
- (iv) Any other relevant point to be described.

(Any three)

NOTE: As the question is based on 'hardship in Europe', the students may be given marks on any of the aspect describing hardship of 1830s or 1930s. [CBSE Marking Scheme, 2019] 3

Detailed Answer:

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) There were more job seekers than the employment opportunities. Migration of rural people to the cities further made the situation worse.
- (iii) Small scale producers in towns were sometimes faced with stiff competition from imports of cheap machine-made goods from England.
- (iv) In the regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
- (v) Due to increased population, the demand for food increased. It led to the rise in food prices. This led to an increase in the prices and there was widespread pauperism in the entire country.

(Any three points)

Q. 3. How did a wave of economic nationalism strengthen the wider nationalist sentiment growing in Europe? Explain.

AII U [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 -imposed restrictions on the movement of goods and capital.
- (iii) A customs union or zollverein was formed by Prussia in 1834, which was joined by many German states.
- (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. 1. Why was the period of 1848 considered as phase of the revolution of the Liberals in Europe? Explain.

A (CBSE SQP, 2020-21)

- Ans. The period of 1848 was considered as phase of the revolution of the Liberals in Europe because of the following reasons:
 - (i) Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed.
 - (ii) Germany, Italy, Poland, the Austro-Hungarian Empire – 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 the press and freedom of association.
- (iv) In the German regions, a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly.
- (v) The middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end troops were called in and the assembly was forced to disband.
- (vi) The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years.
- (vii) Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstration.

(Any five points to be explained) 5 [CBSE SQP Marking Scheme, 2020]

- Q. 2. How did Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain. [All (Delhi/OD, 2020)]
- **Ans. (i)** Greece had been a part of the Ottoman Empire since the 15th century.
- (ii) The growth of revolutionary nationalism in Europe let to struggle for independence among the Greeks from Ottoman Empire.
- (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 civilization and mobilized public opinion to support its fight against Muslim empire.
- (v) Organised funds and went to fight the Greek war. (death not required)
- **(vi)** The treaty of Constantinople of 1832 recognized Greece as an independent nation.
- Q. 3. What happened during the year following 1815 when the fear of repression drove many liberal-nationalists underground? Explain.

AIR (Board Term-II, 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 likeminded 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 × 5 = 5

(CBSE Marking Scheme, 2016)

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 the 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 sentiments of the first half of the century but became a narrow belief with inadequate ends.
- (ii) Nationalist groups became increasingly intolerant, which led 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 the 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 a foreign power.
- (viii) Slavic nationalities struggled to define their identity and independence. Hence, the Balkan area became an area of intense conflict.

(Any five)

(CBSE Marking Scheme, 2015) 5

Topic-3

Nation States – Unification of Italy, Germany and Britain

<u>Concepts Covered</u> • The making of Germany and Italy, • The strange case of Britain.



Revision Notes

After 1848, nationalist sentiments were often mobilised by conservatives for promoting state power and achieving political domination over Europe. The unification of Italy and Germany came about through this process.

© ─ Key Words

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 development of nationalism.

Prussia: A former kingdom in north-central Europe including present-day northern Germany and northern Poland.

Junkers: The large landowners in Prussia.

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 large landowners called Junkers.
- Prussia took over the leadership of the movement.
- Otto von Bismarck, Chief Minister of Prussia, was the architect in the process of nation-building.

Otto von Bismarck: He 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.

Emperor Kaiser William I: He was King of Prussia from 2 January 1861 and German Emperor from 18 January 1871 until his death in 1888.

- 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.
- On 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

unification.

- Italy was divided into seven states.
- Only Sardinia-Piedmont was ruled by an Italian princely house.

more about

this topic

Unification of

- North Italy was under Austrian Habsburgs.
- The centre part was under the Pope.
- The southern regions were under the Bourbon Kings of Spain.

During the 1830s, Giuseppe
Mazzini formed a coherent programme for uniting the Italian Republic and formed a secret society called Young Italy.

©=₩ Key Personalities

Victor Emmanuel II: He was King of Sardinia from 1849 until 17 March, 1861, when he assumed the title of King of Italy and became the first king of an independent, united Italy since the 6th century. **Count 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, gener-

ally known as Cavour, was an Italian statesman and a leading figure in the movement toward Italian

 The failure of revolutionary uprisings both in 1831 and 1848 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 southern Italy and the Kingdom of the Two Sicilies, and drove out the Spanish rulers.
- In 1861, Victor Emmanuel 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'.

© ─ Key Words

The Acts of Union: It was passed by the English and Scottish Parliaments in 1707, led to the creation of the United Kingdom of Great Britain on 1 May of that year.

The Union Jack: It is the de facto national flag of the United Kingdom.

©=₩ Key Dates

1707: The Act of Union was passed.

1801: Ireland was forcibly incorporated into the United Kingdom a failed Irish revolt.

1848: Middle-class Germans tried to unite the different regions of the German confederation into Nation-state.

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 formed an alliance with France and 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.

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 Nobel King).



OBJECTIVE TYPE QUESTIONS

(1 mark each)

Multiple Choice Questions

Q. 1. Which of the following option best signifies this caricature?



- (A) Otto von Bismarck in the German Reichstag (Parliament)
- (B) Victor Emmanuel II in the Italian Parliament
- (C) Kaiser William II in the Prussian Parliament
- (D) Napoleon Bonaparte in the French Parliament

Ans. Option (C) is correct.

Explanation: In the given image, Bismarck is having hunter in his hand which shows how his subordinates were afraid of Bismarck when he became autocratic during assemblies.

Q. 2.		Column A		Column B	
	(i)	Giuseppe Mazzini	(a)	Unification of Germany	
	(ii)	Otto von Bis- marck	(b)	Unification of Italy	
	(iii)	Napoleon Bonaparte	(c)	Battle of Waterloo	
	(iv)	Cavour	(d)	Young Italy	

- (A) (i)-(b), (ii)-(c), (iii)-(d), (iv)-(a)
- **(B)** (i)-(d), (ii)-(c), (iii)-(b), (iv)-(a)
- (C) (i)-(d), (ii)-(a), (iii)-(c), (iv)-(b)
- **(D)** (i)-(a), (ii)-(d), (iii)-(b), (iv)-(c)

ΔI

Ans. Option (C) is correct.

Explanation:

- (i) Giuseppe Mazzini formed a secret society called Young Italy.
- (ii) Otto von Bismarck was the architect of the process of Germany's Unification.
- (iii) The defeat at Waterloo ended Napoleon Bonaparte's rule as the Emperor of France.
- (iv) Chief Minister Cavour led the movement to unify the Italy.

- Q. 3. Who among the following had sought to put together a coherent programme for a unitary Italian Republic during 1830s?
 - (A) Victor Emmanuel I (B) Victor Emmanuel II
 - (C) Giuseppe Mazzini (D) Count Cavour

(CBSE, Term I, 2021)

Ans. Option (C) is correct.

Explanation: During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for the unitary Italian Republic. He also formed a secret society called young Italy in Marseilles and young Europe in Berne.

- Q. 4. Who among the following was the architect of the unification of Germany?
 - (A) Otto Von Bismarck (B) William I
 - (C) Frederick III
- (D) William II
 - (CBSE, Term I, 2021)
- Q. 5. Who among the following was proclaimed King of united Italy in 1861?
 - (A) Charles I
 - (B) Victor Emmanuel II
 - (C) Giuseeppe Garibaldi
 - (D) Nero

AI (CBSE, Term I, 2021)

Ans. Option (B) is correct.

Explanation: Victor Emmanuel II was proclaimed as king of united Italy in 1861. The failure of revolutionary uprisings both in 1831 and 1848 prompted the King Emanuel II from Sardinia-Piedmont to unify the Italian States in 1861.

- Q. 6. Identify the characteristics of Cavour among the following and choose the correct option:
 - (i) He was an Italian statesman
 - (ii) He spoke French much better than Italian
 - (iii) He was a tactful diplomat
 - (iv) He belonged to a Royal family
 - (A) Only 1 and 2 are correct
 - (B) Only 1, 2 and 3 are correct
 - (C) Only 2, 3 and 4 are correct
 - (D) Only 1, 2 and 4 are correct

AI (CBSE, Term I, 2021)

Ans. Option (B) is correct.

Explanation: Cavour was the Chief Minister of Sardinia-Piedmont. He was an Italian statesman but he did not belong to a Royal family. He was born in Turin during Napoleonic rule, into a family which had acquired estates during the French occupation.

Q. 7. Which one of the following Italian states was ruled by an Italian princely house?

- (A) Papal State
- (B) Lombardy
- (C) Venetia
- (D) Sardinia-Piedmont

(CBSE, Term I, 2021)

Ans. Option (D) is correct.

Explanation: During the middle of the nineteenth century, Italy was divided into seven states of which only one Sardania-Piedmont, was ruled by an Italian princely house.

Q. 8. Choose the correctly matched pair from the following: (Delhi, Set 1, 2020)

(A)	Otto Von Bismarck	Germany
(B)	Napoleon	Spain
(C)	Giuseppe Garibaldi	France
(D)	Bourbon Kings	Italy

Ans. Option (A) is correct.

OR



Topper Answer, 2020

1) (A) Otto Von Bismarck - Germany

B Assertion & Reαson

Directions: In the following questions, a statement of assertion (A) is followed by a statement of reason (R). Mark the correct choice as:

- (A) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion (A).
- (B) Both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).
- (C) Assertion (A) is true but reason (R) is false.
- (D) Assertion (A) is false but reason (R) is true.
- **Q. 1. Assertion (A):** Giuseppe Garibaldi was an Italian General, politician and nationalist who played a large role in the history of Italy.

Reason (R): He was the architect in the process of nation - building.

Ans. Option (C) is correct.

Explanation: Bismarck was the architect in the process of nation - building.

Q. 2. Assertion (A): Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.

Reason (R): They were closely bound to each other in spite of their autonomous rule.

Ans. Option (C) is correct.

Explanation: Italy and Switzerland were under autocratic monarchies within the territories of which lived diverse peoples, sharing a collective identity or a common culture, spoke different languages and belonged to different ethnic groups.

Q. 3. Assertion (A): In Britain, the formation of the nation-state was not the result of a duchies and cantons whose rulers had their autonomous

territories. sudden upheaval.

Reason (R): Ethnic group of Britain extended in its influence. [CBSE, Term I, 2021]

Ans. Option (A) is correct.

Explanation: In Britain the formation of nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process. 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, and they extended their influence over the other nations of the islands.

Q. 4. Assertion(A): 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. Reason (R): The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country.

Ans. Option (B) is correct.

Explanation: Irishmen suffered in the hands of English men as it was a country deeply divided between the Catholics and Protestants. It was largely a Catholic country but the Protestants got support from the English to suppress the Catholic revolts.

Q.5. Assertion (A): The nation building process in Germany had demonstrated the dominance of the Prussian state power.

Reason (R): The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany. Prussian measures and practices often became a model for the rest of Germany.

Ans. Option (A) is correct.

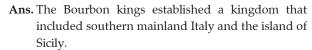


SUBJECTIVE TYPE QUESTIONS



- Q. 1. What is Sardinia-Piedmont?
- Q. 2. The Bourbon Kings of Spain ruled which part of Italy?





Q. 3. What was the importance of the Act of Union

Ans. The Act of Union was signed between between England and Scotland in 1707. This resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members.

Q. 4. Who were known as 'Junkers'?

R
 □
 R

Q. 5. When did the unification of Germany take place?

A I R

Ans. The unification took place on January 18, 1871.



Q. 1. "Like Germany, Italy too had a long history of political fragmentation". Explain.

A (CBSE SQP 2020-21)

Ans. (i) Italians were scattered over several dynastic

- (ii) Sardinia-Piedmont was ruled by an Italian princely house.
- (iii) Italy was unified in 1861 and Victor Emmanuel II was proclaimed King of United
- (iv) Giuseppe Mazzini had sought to put together a programme for a unitary Italian Republic.
- (v) The unification of Italy was a result of many wars, through a tactful diplomatic alliance with France by Chief Minister Cavour.
- (vi) Garibaldi joined the fray.

(TO BE EVALUATED AS A WHOLE)

(CBSE Marking Scheme, 2020) 3

Q. 2. Describe any three conditions that led to the formation of the British nation state.

R (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 the Treaty of Vienna.

 $1 \times 3 = 3$ (CBSE Marking Scheme, 2017)

Q. 3. Briefly describe the process of German unification.

A (Board Term-II, 2015)

- **Ans. (i)** In the 1800s, nationalist feelings were strong in the hearts of the middle-class Germans.
 - (ii) During the Vienna Congress in 1815, Germany was identified as a loose confederation of 39 states.

- (iii) They united in 1848 to create a nation-state out of the numerous German states.
- (iv) Prussia soon became the leader of German unification movement.
- (v) Chief Minister of Prussia, Otto von Bismarck, was the architect of the process with the support of the Prussian army and bureaucracy.
- (vi) The unification process was completed after Prussia won wars with Austria, Denmark and France over a time period of seven years.
- (vii) 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. 1. "In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution." Validate the statement with relevant arguments.

U (CBSE 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) Because of steady growth of the English nation 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. 2. Describe the process of unification of Britain.

A (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 ethnicities 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 was established as a nation state. English Parliament seized power from the monarchy.
- (iv) In 1707, the United Kingdom of Great Britain was formed through 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). A new "British nation" was formed. 1×5=5

(CBSE Marking Scheme, 2015)

Q. 3. Describe the process of unification of Italy.

AI A (Board Term II, 2015)

Ans. Unification of Italy:

- (i) During the middle of the 19th century, Italy was divided into seven states of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
- (ii) The unification process was led by three revolutionaries—Giuseppe Mazzini, Count Camillo de Cavour, and Giuseppe Garibaldi. 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) 1×5=5

(CBSE Marking Scheme, 2015)

Topic-4

Visualising the Nation: Nationalism and Imperialism

 $\underline{\textbf{Concepts Covered}} \bullet \textit{Personification of nation into female figures}, \bullet \textit{Nationalism} \\ \textit{and imperialism}.$



Revision Notes

Visualising the Nation:

 Nation was personified in the female form by the artists of the 19th century.

©=₩ Key Words

Female allegories: They were invented by artists in the nineteenth century to represent the nation.

Allegory: It is a poem, story, play, etc. in which characters and events represent qualities or ideas relating to morals, religion or politics. There is hidden meaning implied to be interpreted by the readers.

Imperialism: The policy of extending a country's power and influence through colonization, use of military force or other means.

- 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 Christened Marianne. She was characterized by the ideas of Liberty and 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.
- These symbols were usually popular images from everyday life that uneducated masses could easily identify with.

⊚–w Key Personαlities

Marianne and Germania: Marianne and Germania were the female allegories of France and German nations respectively. These were an allegory of nation in 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 a 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.

 During revolutions, artists represented a nation as a person. This personification gave life to an abstract concept like a nation.

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.

©=₩ Key Fact

Marianne is displayed in many places in France and holds a place of honour in town halls and law courts.

- 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 muchdisturbed 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.



OBJECTIVE TYPE QUESTIONS

(1 mark each)

A Multiple Choice Questions

Q. 1. Study the picture and answer the question that follows: (CBSE SQP, 2020-21)

Which of the following aspect best signifies this image of Germania"?



- (A) Heroism and Justice
- (B) Folk and Cultural Tradition
- (C) Austerity and Asceticism
- (D) Revenge and Vengeance

Ans. Option (A) is correct.

Explanation: In the given image, Germania wears a crown of Oak leaves and in German oak stands for heroism.

Q. 2. Which of the following revolutions is called as the first expression of 'Nationalism'?

AI (Delhi Set I-2020)

- (A) French Revolution
- **(B)** Russian Revolution
- (C) Glorious Revolution
- (D) The Revolution of the liberals

Ans. Option (A) is correct.

Explanation: Till 1789, France was a territorial state under the rule of an absolute monarch and through French Revolution the idea of nationalism brightened up the motivated people to own the

country.

- Q. 3. Which among the following best signifies the idea of liberal nationalism of nineteenth century Europe? (OD Set I, 2020)
 - (A) Emphasis on social justice
 - (B) State planned socio-economic system
 - (C) Freedom for individual and equality before law
 - (D) Supremacy of State oriented nationalism.

Ans. Option (C) is correct.

Explanation: Liberalism stands for equality and freedom that protects individual's democratic right.

- Q. 4. Read the facts regarding the Revolution of the Liberals in Europe during 1848 and choose the correct option: (CBSE, Set I, 2021)
 - (i) Abdication of the monarch
- (ii) Universal male suffrage had been proclaimed
- (iii) Political Rights to women were given
- (iv) Freedom of the press had been asked for
 - (A) Only (i) and (ii) are correct.
 - (B) Only (i), (ii) and (iii) are correct.
 - (C) Only (i) and 4 are correct.
 - (D) Only (i), (ii) and (iv) are correct.

Ans. Option (D) is correct.

Explanation: In revolution of the liberals in Europe during 1848 political rights to women were not given. The issue of extending political rights to women was a controversial one within the revolution of liberals, in which large number of women had participated actively and they were denied suffrage rights during the election of the Assembly.

Q. 5. Observe the map which was used during the 19th century to display the power of Britain.

Which of the following is the map MOST LIKELY about? [CBSE Additional Question 2021-22]



- (A) Different kinds of people who are found in Britain
- **(B)** Sea routes from only Britain to different parts of the world
- (C) Celebrating the British rule over different parts of the world
- (D) People of different countries moving to Britain to lead a better life

B Assertion & Reαson

Directions: In the following questions, a statement of assertion (A) is followed by a statement of reason (R). Mark the correct choice as:

- (A) Both assertion (A) and reason (R) are true and reason (R) is the correct explanation of assertion
- (B) Both assertion (A) and reason (R) are true but reason (R) is not the correct explanation of assertion (A).
- (C) Assertion (A) is true but reason (R) is false.
- (D) Assertion (A) is false but reason (R) is true.
- Q.1. Assertion (A): On 18 May, 1848, 831 elected representatives revolted in the Frankfurt Parliament. Reason (R): The Parliament was dominated by the middle classes who resisted the demands of workers and lost their support.

Ans. Option (D) is correct.

Explanation: On 18 May, 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament. While the opposition of the aristocracy and military became stronger, the social basis of Parliament eroded.

Q. 2. Assertion (A): Nationalism aligned imperialism led Europe to disaster in 1914.

Reason (R): Many countries in the world which had been colonized by the European powers in the 19th century began to oppose imperial domination.

Ans. Option (A) is correct.

Explanation: By the last quarter of the nineteenth century, nationalism no longer retained its idealistic liberal democratic sentiments of the first half of the century but became a narrow crew with limited ends. Nationalism aligned with imperialism led Europe to disaster in 1914.

Q. 3. Assertion (A): The Balkan region became part of the conflict.

Reason (R): The Ottoman Empire was powerless to suppress the nationalism of its ethnic people.

Ans. Option (B) is correct.

Explanation: The Balkan region became part of the conflict because of the Ottoman Empire occupation in the region, where the idea of nationalism was

Q. 4. Assertion (A): The female form that was chosen to personify the nation did not stand for any particular woman in life.

Reason (R): The female figure became an allegory of the nation. AL

Ans. Option (B) is correct.

Explanation: The female form that was chosen to personify the nation did not stand for any particular woman in life. But it sought to give the abstract idea of the nation in a concrete form.

Q. 5. Assertion (A): Marianne became the allegory of the German nation.

Reason (R): She wears a crown of oak leaves as German Oak stands for heroism.



SUBJECTIVE TYPE QUESTIONS



Very Short Answer Type Questions (1 mark each)

Q. 1. What comprised on the Balkan region?

Concept Applied

Nationalism & Imperialism

Ans. The Balkans are usually characterized as comprising of Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Kosovo, Montenegro, North Macedonia, Romania, Serbia, and Slovenia.

Q. 2. What led to the collapse of Europe in 1914?

Ans. Nationalism aligned with imperialism, led Europe

to disaster in 1914.

- O. 3. How did nationalism and imperialism lead to conflict in Europe?
- Ans. Nationalism and imperialism encouraged each European nation to pursue its own interests and compete for power.
- Q. 4. Why were imperialist movements' antinationalists? A I E
- Ans. The anti-imperial movements that developed everywhere were nationalist in the sense that they all struggled to form independent nation-states and were inspired by a sense of collective national unity, forged in confrontation with imperialism.

Q. 5. Why did the anti-imperialist movements emerge?

Ans. The anti- imperialist movements emerged in order to oppose colonization.

Short Answer Type Questions (3 marks each)

Q. 1. How had the female figures become an allegory of the nation during the nineteenth century in U (Board Term-II, 2016) Europe? Analyse.

Ans. The female figures as an allegory of the nation : Artists found a way out to represent a country in the form of a person. Then nations were portrayed as female figures. The female figure was chosen to personify the nation but it did not stand for any particular woman in real life. It gave an abstract idea of the nation, a concrete form. Thus, the female figure became an allegory of the nation.

During the French Revolution, artists used the formal allegory to portray ideas such as Liberty, Justice and the Republic.

(To be assessed as a whole) 3

- Q. 2. Name the female allegory who represents France. Describe her main characteristics.
- O. 3. Describe the nature of nationalism in the last quarter of the nineteenth century.
- Ans. The nature of nationalism in the last quarter of the nineteenth century was as mentioned below:
 - (i) It no longer retained its idealistic liberal-democratic sentiment of the first-half of the century but became a narrow creed with limited ends.
 - (ii) During this period nationalist groups became increasingly intolerant of each other and ever ready to go to war.
- (iii) The major European powers manipulated the nationalist aspirations of the subject people in Europe to further their own imperialist aims.

(1x3=3)

Long Answer Type Questions (5 marks each)

Q. 1. Highlight the reasons for the growth of nationalist tensions in the Balkan region before the First World War. U (CBSE SQP, 2020-21)

Ans. Reasons for the growth of nationalist tension in Balkan region:

- (i) The Balkan was a region of geographical and ethnic variations comprising of modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro. The inhabitants were called Slavs.
- (ii) The spread of romantic nationalism lead to its disintegration.
- (iii) Different Slavic nationalities struggled to define their identity.

- (iv) Balkan region became a region of intense conflict over expansion of territory.
- (v) At the same time, the great European Powers -Russia, Germany, England and Austria-Hungary were keen on taking the control of the Balkan region, since it was important from trade point of view.
- (vi) This led to the series of wars in the region and finally became the cause of the First World

[Any five points] $1 \times 5 = 5$ (CBSE SQP Marking Scheme, 2020)

Q. 2. How did the Balkan region become a source of nationalist tension in Europe after 1871?

U (Delhi/OD, 2018)

OR

Describe the explosive conditions that prevailed in Balkans after 1871 in Europe.

Ans. Explosive condition of Balkans in 1871:

The Balkans was a region of geographical and ethnic variation comprising modern day Romania, Bulgaria, Albania, Greece and Macedonia whose inhabitants were broadly known as Slavs. A large part of Balkans was under the control of the Ottoman Empire.

The spread of ideas of Romantic Nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region explosive.

All throughout the 19th century, the Ottoman Empire had sought to strengthen itself.

The Balkan people based their claims for independence or political rights on nationality and used history for their claim. Balkan also became the scene of rivalry among big powers.

To be assessed as a whole. (CBSE Marking Scheme, 2018)

Detailed Answer:

Balkan region was a source of tension because of the following reasons:

- (i) It was a region of geographical, ethnic variation comprising Romania, Bulgaria, etc., and its inhabitants were broadly known as Slavs.
- (ii) A large part of Balkans was under the Ottoman Empire and the disintegration of which created an explosive situation.
- (iii) Balkan people used history to prove that they were independent but subsequently subjugated.
- (iv) Intense rivalry among European powers over trade and colonies as well as naval and military might led to a series of wars in the region and finally the First World War.

Detailed Answer:



Topper's Answer, 2018

Introduction: Towards the late 19th centur	-
nationalism aligned with imperialism and	9
became a narrow creed. This was evident	im
Balkan region of Europe after 1871.	
8 2	
(a) Balkan was the region we including the	_
present day Romania Bulgaria, Herze govina,	-
Greece, Macedonia, Croatia, Bosnia, etc. This	-
region was under the control of ottoman En	pire.
(b) This region became an area of intense confli	
due to the breakdown of Ottoman Empire	
along with the spread of romantic nations	
(c) One by one , each of the extropean subject	-#
mationalities broke away. They based their	-
claims on history that they were once	-
	П
(d) Each tried to occupy the region and get independent at the expense of others. At	
independent at the express of others. At	ne
same time the European powers came to	\top
the scene.	
(e) & Nationalism oligned with Imperialism und	-
when Austro-Hungary, Germany and Britain	
tried to occupy the terretory and countering the influence of others.	ng
M FIGENCE ST OFFICE	\top
Conclusion: This finally led to the Tat was	14
Conclusion: This finally led to to Ist wor	1
independent and then empjected to colonial	
powers.	-



COMPETENCY BASED QUESTIONS

(4 marks each)



(D) Case based MCQs

I. Read the extract given below and answer any 5 out of 6 the questions:

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established traditional institutions of state and society – like the monarchy, the Church, social hierarchies, property and the family - should be preserved. Most conservatives, however, did not propose a return to the society of pre- revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state's power more effective and stronger. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe. In 1815, representatives of the European powers who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the Treaty of Vienna of 1815 with the object of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon. A series of states were set up on the boundaries of France to prevent French expansion in future.

Q. 1. Which of the following statement correctly describes about European conservative ideology?

- (A) Preservation of beliefs introduced by Napoleon.
- **(B)** Preservation of two sects of Christianity.
- **(C)** Preservation of socialist ideology in economic sphere.
- **(D)** Preservation of traditionalist beliefs in state and society

Ans. Option (D) is correct.

Explanation: Conservatism stands for the people who don't like changes.

Q. 2. Identify the purpose to convene the Congress of Vienna in 1815 from the following options.

- (A) To declare competition of German unification.
- **(B)** To restore conservative regime in Europe.
- (C) To declare war against France.
- (D) To start the process of Italian Unification.

Ans. Option (B) is correct.

Explanation: In 1815, the European powers collectively defeated Napoleon to draw up a settlement for Europe.

Q. 3. What did conservatives focus on at the Congress of Vienna? Select the appropriate option.

- (A) To re-establish peace and stability in Europe.
- **(B)** To establish socialism in Europe.
- (C) To introduce democracy in France.
- **(D)** To set up a new Parliament in Austria.

Ans. Option (A) is correct.

Explanation: The main intention was to restore the monarchies that had been overthrown by Napoleon.

Q. 4. How did the Congress of Vienna ensure peace in Europe? Select the appropriate option.

- (A) With the restoration of Bourbon Dynasty
- (B) Austria was not given the control of Northern Italy
- **(C)** Laying out a balance of power between all the great powers in Europe
- (D) By giving power to the German confederation

Ans. Option (C) is correct.

Explanation: A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.

Q. 5. What was marked as the final defeat of Napoleon in 1815?

- (A) Battle of Waterloo
- (B) Battle of Borodino
- (C) Battle of Trafalgar
- (D) Battle of Austerlitz

Ans. Option (A) is correct

Explanation: The Battle of Waterloo marked the final defeat of Napoleon. On June 22, 1815, four days after losing the conflict, Napoleon abdicated as emperor of France for the second and last time and was later exiled to St. Helena.

Q. 6. Where was the Treaty of Vienna signed?

- (A) Poland
- (B) Vienna
- (C) Moscow
- (D) Waterloo

Ans. Option (B) is correct.

II. Read the extract given below and answer any 5 out of 6 the questions:

One such individual was the Italian revolutionary, Giuseppe Mazzini. Born in Genoa in 1807, he became a member of the secret society of the Carbonari. As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were likeminded young men from Poland, France, Italy and the German states. 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. This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland. 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'.

Q. 1. Who was Giuseppe Mazzini?

- (A) French artist
- **(B)** Italian revolutionary
- **(C)** British artist
- (D) German preacher

Q. 2. Where was Giuseppe Mazzini born?

- (A) Berne
- (B) Paris
- (C) Genoa
- (D) Liguria

Q. 3. Giuseppe Mazzini was sent into exile in 1831 for attempting a revolution in _____.

- (A) Genoa
- (B) Liguria
- (C) Poland
- (D) Marseilles

- Q. 4. Who described Mazzini as 'the most dangerous enemy of our social order'?
 - (A) Bismarck
- (B) Cavour
- (C) Metternich
- (D) Garibaldi
- Q. 5. Which of the following societies was founded in Berne?
 - (A) Young Europe
- (B) Young Germany
- (C) Young Italy
- (D) Young Britain

- Q. 6. How was Mazzini involved in the unification of Italy?
 - **(A)** He became member of various secret societies such as young Italy.
 - **(B)** He attempted a revolution in Liguria.
 - **(C)** He managed to excite the people for a united liberal republic and gave them an aim.
 - **(D)** All of the Above.



Solutions for Practice Questions (Topic-1)

Multiple Choice Questions

Ans. 2: Option (C) is correct.

Explanation: Giuseppe formed this society to transform Italy into a united republican state.

Assertion and Reason

Ans. 2: Option (C) is correct.

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

Ans. 4: Option (A) is correct.

Very Short Answer Type Questions

- **Ans. 2:** Frederic Sorrieu was a French artist who prepared a series of four prints, visualizing his dream of a world made up of 'democratic and social republics', as he called them.
- **Ans. 6:** Utopian vision is a vision of a society that is so ideal that it is unlikely to actually exist.

Short Answer Type Questions

Ans. 3: (i) Liberalism in the early 19th century stood for freedom for the individual and equality to all before law for the new middle classes.

- (ii) Politically, it emphasised the concept of government by consent.
- (iii) It stood for the end of autocracy and clerical privileges. $1 \times 3 = 3$

[CBSE Marking Scheme, 2018]

Detailed Answer:

Liberalism: Derived from the Latin word 'liber' meaning 'free'. It meant differently to different people.

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

Politically: It emphasised the concept of government by consent. The right to vote was meant only for property-owning men. The lower classes were, therefore, not included. In general, it stood for the 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 constitutional and representative government through parliament.



Solutions for Practice Questions (Topic-2)

Multiple Choice Questions

Ans. 2: Option (B) is correct.

Explanation: As Greece was the land of educated elites who spread their culture from all over the Europe.

<u>Very Short Answer Type Questions</u>

Ans.3: Friedrich Wilhelm rejected the crown offered by the National Assembly and joined other monarchs to oppose the elected assembly.

Ans. 4: 1830.

Assertion and Reason

Ans. 3: Option (A) is correct.



Solutions for Practice Questions (Topic-3)

Multiple Choice Questions

Ans. 4: Option (A) is correct.

Explanation: In the 1860s, Otto Von Bismarck engineered a series of wars that unified the German states, significantly and deliberately excluding Austria, into powerful German Empire under Prussian leadership.

Italy was divided into seven states of which only one Sardinia-Piedmont, was ruled by an Italian Princely house.

1

Ans. 4: The large landowners from Prussia were known as Junkers. 1

Very Short Answer Type Questions

Ans. 1: During the middle of the nineteenth century,



Solutions for Practice Questions (Topic-4)

Multiple Choice Questions

Ans. 5: Option (C) is correct.

Assertion and Reason

Ans. 2: Option (A) is correct.

Explanation: By the last quarter of the nineteenth century, nationalism no longer retained its idealistic liberal democratic sentiments of the first half of the century but became a narrow crew with limited ends. Nationalism aligned with imperialism led Europe to disaster in 1914.

Ans. 5: Option (D) is correct.

Explanation: Germania became the allegory of the German nation.

Short Answer Type Questions

Ans. 2: 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 and the

cockade.

- (iii) 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.
- (iv) Her images were marked on coins and stamps of 1850. (Any three) $1 \times 3 = 3$

Competency Based Questions

II. Ans. 1: Option (B) is correct

Explanation: Giuseppe Mazzini was an Italian revolutionary in 19th century Europe. He was an Italian patriot and a major figure in the making of modern Italy.

Ans. 2: Option (C) is correct

Ans. 3: Option (B) is correct

Explanation: At the age of 24, Mazzini was sent into exile in 1831 for attempting a revolution in Liguria.

Ans. 4: Option (C) is correct

Ans. 5: Option (A) is correct

Ans. 6: Option (D) is correct



REFLECTIONS

- 1. Were you able to think about the advent of the idea of nationalism in Europe?
- 2. Were you able to recall the contribution of the common man in the emergence of nation state and nationalism?

