

Objective Type Questions

(1 Mark each)

I. Multiple choice questions

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 Ireland.
 - 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.
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
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

4.

Column A		Column B	
i.	Meaning of 'fiber'	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)

5.

Column A		Column B	
i.	Napoleon Bonaparte	a.	B 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)

6. Which type of governments was mainly driven in Europe after the defeat of Napoleon in 1815?

- a. **Conservative** b. Liberal
 c. Federal d. Feudal

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

- a. **Britain, Russia, Prussia and Austria**
 b. Britain, Russia, Prussia and Australia
 c. Britain, Russia, Netherlands and Germany
 d. Britain, Luxembourg, Germany and Italy

8. In which one of the following countries did the first liberalist-nationalist upheaval take place in July 1830?

- a. **France** b. Germany
 c. England d. Italy



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 army

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

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.**

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

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 king**

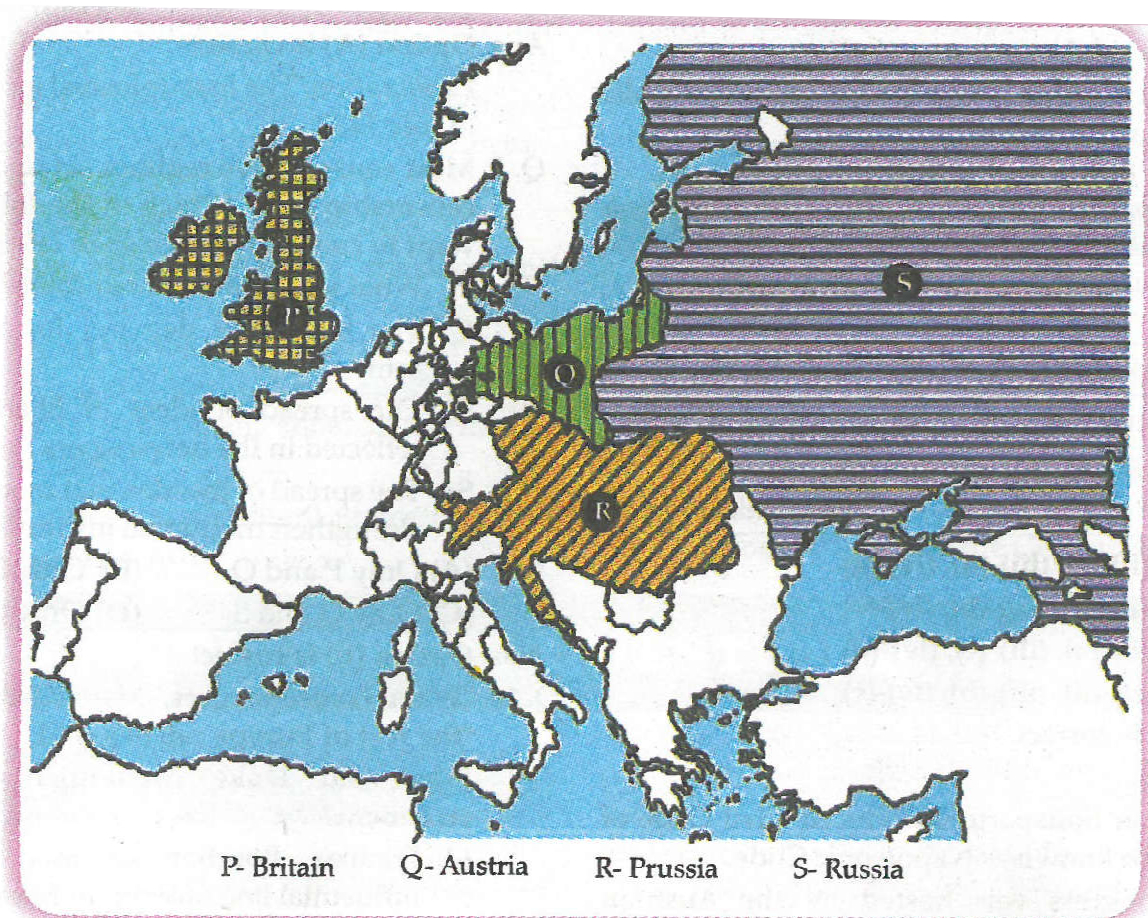
b. To show other countries that the French flag was superior to theirs

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

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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 Q
- b. Q and R
- c. R and S
- d. S and P

II. Multiple choice questions

1. Which of the following treaty recognized Greece as an independent nation?
 - a. Treaty of Sevres
 - b. Treaty of Versailles
 - c. Treaty of Lausanne
 - d. **Treaty of Constantinople**
2. Which of the following countries is considered as the 'Cradle of civilisation'?
 - a. England
 - b. **Greece**
 - c. France
 - d. Russia



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

- a. i, i, iii, iv
- b. ii, iv, i, iii
- c. iv, iii, ii, i
- d. iii, iv, ii, i

4. Who said "When France sneezes, the rest of Europe catches cold"?

- a. Gariibaldi
- b. Mazzini
- 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

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

While it is easy enough to represent a rule 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

6. Why was a customs union or Zollverein formed by Prussia and most of the German states in 1834?

- a. To abolish state-posed 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.

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III. Multiple choice questions

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

2.

Column A		Column B	
i.	Giuseppe Mazzini	a.	Unification of Germany
ii.	Otto von Bismarck	b.	Unification of Italy
iii.	Napoleon Bonaparte	c.	Battle of Waterloo
iv.	Cavour	d.	Young Italy

- a. (i)-(b), (iv)-(a)
- b. (i)-(d), (iv)-(a)
- c. **(i)-(d), (iv)-(b)**
- d. (i)-(a), (iv)-(c)

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

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

5. Who among the following was proclaimed King of united Italy in 1861?

- a. Charles I
- b. **Victor Emmanuel II**
- c. Giuseppe Garibaldi
- d. Nero 1:13

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

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

8. Choose the correctly matched pair from the following :

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

Ans. Option (A) is correct.

IV. Multiple choice questions

1. Study the picture and answer the question that follows:

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



2. Which of the following revolutions is called as the first expression of 'Nationalism' ?
- a. **French Revolution**
 - b. Russian Revolution
 - c. Glorious Revolution
 - d. The Revolution of the liberals
3. Which among the following best signifies the idea of liberal nationalism of nineteenth century Europe?
- 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.
4. Read the facts regarding the Revolution of the Liberals in Europe during 1848 and choose the correct option:
- 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.**
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?



- 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**



V. Multiple choice questions

- Who among the following formed the secret society called 'Young Italy'?
 - Otta von Bismarck
 - Giuseppe Mazzini**
 - Metternich
 - Johann Gottfried Herder
- Elle, the measuring unit in Germany was used to measure.
 - cloth**
 - thread
 - land
 - height
- Zolleverein started in 1834 in Prussia refers to a.
 - Trade Union
 - Customs Union**
 - Labour Union
 - Farmer's Union
- What do the saints, Angels and Christ symbolise in the Utopian vision?
 - Equality among people
 - Fraternity among nations**
 - Freedom of nations
 - Resentment against nations
- Who were the 'Junkers'?
 - Soldiers
 - Large landowners**
 - Aristocracy
 - Weavers
- Which treaty recognised Greece as an independent.
 - Treaty of Constantinople, 1832**
 - Treaty of Vienna, 1815
 - Treaty of Versailles, 1871
 - None of these
- By which of the following treaties was the united Kingdom of Great Britain formed?
 - Treaty of Versailles
 - Act of Union**
 - Treaty of Paris
 - Treaty of Vienna
- Which of the following group of powers collectively defeated Napoleon?
 - England, France, Italy, Russia
 - England, Austria, Spain, Russia
 - Austria, Prussia, Russia, Britain**
 - Britain, Prussia, Russia, Italy
- Romanticism refers to a
 - Cultural movement**
 - Religious movement
 - Political movement
 - Literacy movement



10. 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 Ireland.
 - 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.
11. Which of the following treaty recognized Greece as an independent nation?
- a. Treaty of Sevres
 - b. Treaty of Versailles
 - c. Treaty of Lausanne
 - d. **Treaty of Constantinople**
12. Identify the correct statement with regard to 'Zollverein' from the following options.
- a. It was a measuring unit of cloth in Germany.
 - b. It was a class of traders in Germany.
 - c. **It was a customs union formed in 1834.**
 - d. It was the Congress hosted by the Austrian Chancellor Duke Metternich in 1815.
13. What do the saints, Angels and Christ symbolise in the Utopian vision?
- a. Equality among people
 - b. **Fraternity among nations**
 - c. Freedom of nations
 - d. Resentment against nations
14. Which of the following were the two Italian-speaking provinces of the Habsburg Empire?
- a. Constantinople and Lombardy
 - b. Paris and Vienna
 - c. **Lombardy and Venetia**
 - d. Venetia and Paris
15. Which of the following revolutions is called as the first expression of 'Nationalism'?
- a. **French Revolution**
 - b. Russian Revolution
 - c. Glorious Revolution
 - d. The Revolution of the liberals

VI. Multiple choice questions

1. Free Movement of capital goods without the state interfering in trade by imposing taxes and restrictions is known as
- a. Political liberalism
 - b. Nationalism
 - c. **Economic liberalism**
 - d. Conservatism



2. Who believed that it was important to preserve the traditional ways of culture and society?
- a. **Conservatives**
 - b. Liberals
 - c. Napoleon
 - d. Garibaldi
3. Young Europe in Berne was established by
- a. **Mazzini**
 - b. Louis Philippe
 - c. Metternich
 - d. Garibaldi
4. Who remarked 'when France sneezes the rest of Europe catches cold'?
- a. Mazzini
 - b. Louis Philippe
 - c. **Metternich**
 - d. Garibaldi
5. Greece was recognised as an independent nation by the
- a. The treaty of Versailles
 - b. The treaty of Vienna
 - c. **The treaty of Constantinople**
 - d. The treaty of Suez
6. Uprising of workers and cloth weavers against the non-payment of their dues and high Landedness of the traders took place in
- a. **Silesia**
 - b. Sardinia
 - c. Balkans
 - d. Hungary
7. Sardinia Piedmont was ruled by
- a. **Italian princely family**
 - b. Spanish bourbon kings
 - c. Germans
 - d. Napoleon
8. Cavour was the chief minister of
- a. **King Victor Emmanuel II**
 - b. Kaiser William I
 - c. Napoleon
 - d. Louis Philip
9. Germania an imaginary female figure became the symbol of
- a. British Empire
 - b. **German nation**
 - c. France
 - d. Italy
10. Frederic Sorrieu was a French
- a. Poet
 - b. **Artist**
 - c. Political leader
 - d. Scientist

Next Generation School

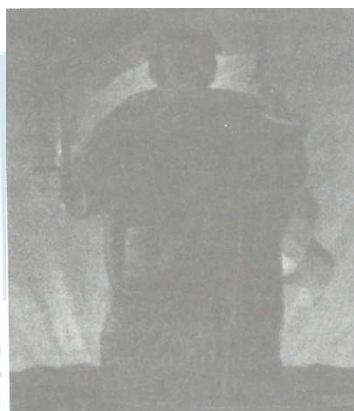


VII. Multiple choice questions

- Which of the following countries was not a united nation-state when Frederic Sorrieu's painted "Democractic and Social Republics"?
 - Switzerland
 - Sicily
 - Ireland
 - Germany**
- Which of the following statements is true about nation-states?
 - Citizens share a common sense of shared identity or history.**
 - Nation-state is a state ruled by one absolute ruler.
 - Commonness is forged through linguistic factor only.
 - Nation-states are directly ruled by people and based o heterogenization of society.
- Choose the correctly matched pair from the following.
 - Giuseppe Garibaldi - Britain
 - Otto Von Bismarck - Italy
 - Friedrich Wilhelm IV - Germany
 - Giuseppe Mazzini - Italy**
- Fill in the blank by choosing the right answer from the options given below.
Bohemia : German, Galicia: _____.
 - Magyar
 - French
 - Polish**
 - Russian
- Which of the following revolutions is called as the first expression of 'Nationalism'?
 - French Revolution**
 - Russian Revolution
 - Glorious Revolution
 - The Revolution of Liberals
- A custom union that was formed in 1834 at the initiative of Prussia and Joined by most of the German states was called.
 - Zollverein**
 - Plebiscite
 - Utopian
 - All of these
- Choose the correctly matched pair from the following.
 - Otto Von Bismarck - Germany**
 - Napoleon - Spain
 - Giuseppe Garibaldi - France
 - Bourbon Kings - Italy



8. Which one of the following claimed that true German culture was discovered among the common people- das volk?
- a. Karol Karpinski
 - b. Louis Phillippe
 - c. Carl Welcker
 - d. **Johann Gottfried Herder**
9. Which among the following best signifies the idea of liberal nationalism of nineteenth-century Europe?
- 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.
10. In 1789, France was a full-fledged territorial state under the rule of which of the following:
- a. A Federal Republic
 - b. **An Absolute Monarch**
 - c. A Democratic Ruler
 - d. None of these
11. "When France sneezes, the rest of Europe catches cold". Who among the following said this popular line ?
- a. Giseppe Mazzini
 - b. **Metternich**
 - c. Otto Von Bismarck
 - d. Guiseppe Garibaldi
12. Who among the following was proclaimed as the first German Emperor in 1871?
- a. **William I**
 - b. William II
 - c. Friendrich William I
 - d. Friedrich William II
13. Study the picture and answer the question that follows:
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



14. Which of the following reform/s was/were introduced by Napoleon?
- a. Standardized system of weights and measures
 - b. A common national currency
 - c. Abolition of the feudal system
 - d. **All of the above**
15. Which one of the following attributes stands for 'Willingness to make peace'?
- a. Breastplate with eagle
 - b. **Olive branch around the sword**
 - c. Broken chain
 - d. All of the above
16. Which of the following was NOT visualized by Frederic Sorrieu in his first print of series of four prints made up of 'Democratic and Social Republic'?
- a. The people of America and Europe-men and women of all ages
 - b. **Social classes marching in a long train**
 - c. Offering homage to the Statue of Unity
 - d. All of these
17. He was described as 'the most dangerous enemy of our social order' by Metternich. Who was he?
- a. Lord Byron
 - b. **Giuseppe Mazzini**
 - c. Garibaldi
 - d. Napoleon
18. Which one of the following was NOT among the symbols of the new Britain when a new 'British nation' was forged through the propagation of a dominant English culture?
- a. Union Jack
 - b. God Save Our Noble King
 - c. English Language
 - d. **Irish Language**
19. The French Revolution artists used the female allegory to portray which of the following ideas?
- a. Liberty
 - b. Justice
 - c. Republic
 - d. **All of these**
20. In visual representations, who wears a crown of oak leaves?
- a. Marianne
 - b. **Germania**
 - c. Both a. and b.
 - d. None of these
21. A government or system of rule that has no restraints on the powers exercised is called:
- a. **Absolutist**
 - b. Utopian
 - c. Democratic
 - d. Conservatist



22. Sorrieu's vision' of society which is so idealistic that it is unlikely to exist is called

- a. Utopian
- b. Democratic
- c. Absolutist
- d. Conservatist

23. Arrange the following events of world history in increasing order of their date of occurrence

- i. Unification of Italy
- ii. Vienna Peace Settlement
- iii. Napoleonic wars begin
- iv. Unification of Germany

- a. (i)—(ii)—(iii)—(iv)
- b. (iv)—(iii)—(ii)—(i)
- c. (ii)—(i)—(iii)—(iv)
- d. (iii)—(ii)—(i)—(iv)

24. Choose the INCORRECT option from column A and column B.

Column A	Column B
a. Frederic Sorrieu	i. A British Artist
b. Bismarck	ii. Unification Germany
c. Lord Byron	iii. An English poet
d. Karol Karpinski	iv. A Polish music composer

Ans. a. Frederic Sorrieu - i. A British Artist

26. Choose the CORRECT option from column A and column B.

Column A	Column B
(a) Absolutist	(i) A vision of society
(b) Utopian	(ii) A form of government
(c) Plebiscite	(iii) A system of direct vote
(d) Suffrage	(iv) A system of holding election

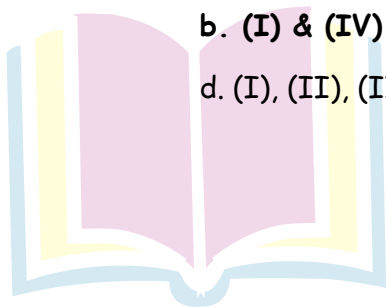
Ans. c. Plebiscite - iii. A system of direct vote

26. Which one of the following statements is regarded as the Act of Union 1707 ?

- a. It was an agreement between England and Scotland.
- b. It was an agreement between England and Ireland.**
- c. It resulted in the formation of the 'United Kingdom of Great Britain'.
- d. It gave England control over Scotland.



27. Which among the following was the main reason for the weavers to revolt against contractors in Silesia, in 1845 ?
- a. **Contractors reduced their payments drastically.**
 - b. They stopped the supply of raw materials to them.
 - c. They refused to place orders for -finished textiles.
 - d. Condition of weavers was very pitiable.
28. Which one of the following states was ruled by an Italian princely house before unification of Italy ?
- a. Kingdom of Two Sicilies
 - b. Lombardy
 - c. Venetia
 - d. **Sardinia-Piedmont**
29. Which one of the following is not true about the female allegory of France ?
- a. She was named Marianne.
 - b. **She took part in the French Revolution.**
 - c. She was a symbol of national unity.
 - d. Her characteristic were drawn from those of Liberty and the Republic.
30. Which of the following statements stands true about the Statue of Liberty?
- I. The Statue of Liberty holds the torch of Enlightenment and bears the Charter of Rights of Man in her hand.
 - II. Frederic Sorrieu painted the statue of Liberty and Statue of Republic in his "Democratic and Social Republics."
 - III. The Statue of Liberty is situated in France.
 - IV. The Statue of Liberty is allegorical representation of value of Liberty.
- a. (I) & (III) only
 - b. **(I) & (IV) only**
 - c. (II), (III) & (IV) only
 - d. (I), (II), (III) & (IV)



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I. Fill in the blanks

1. The most serious source of nationalist tension in South-eastern Europe after 1871 was in the area called **the Balkans**.
2. The German philosopher claimed that true German culture was to be discovered among the common people-das yolk **Johann Gottfried Herder**.
41. Name the term used for the countries to the east of the Mediterranean, usually referring to Asia Orient.
42. Giuseppe Mazzini was a revolutionary from **Italy**.
43. **The Greek War of wide pendance** mobilised nationalist feelings among the educated elite across Europe.

II. Fill in the blanks

1. Austrian Chancellor **Duke Metternich** hosted the congress of Vienna.
2. **Germania** became the allegory of the German nation.

III. Fill in the blanks

1. The most serious source of nationalist tension in South-eastern Europe after 1871 was in the area called **the Balkans**.
2. The German philosopher **John Gottfried Herder** claimed that true German culture was to be discovered among the common people-das volk.
3. Name the term used for the countries to the east of the Mediterranean, usually referring to Asia **Orient**.
4. Giuseppe Mazzini was a revolutionary from **Italy**.
5. **The Greek War of Independence** mobilised nationalist feelings among the educated elite across Europe.

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I. Match the following

Column A	Column B
a. French Revolution	i. Brought the conservative regimes back to power
b. Liberalism	ii. Ensured right to property for the privileged class
c. Napoleonic Code	iii. Recognised Greece as an independent nation
d. The Treaty of Vienna	iv. Transfer of sovereignty from monarch to the French citizens.
e. Treaty of Constantinople	v. Individual freedom and equality before law

Ans: a. iv, b. v, c. ii, d. i, e. iii

II. Match the following

1.

Column A (Symbols)	Column B (Meanings)
a. Broken chains	i. Heroism
b. Sword	ii. Being freed
c. Crown of oak leaves	iii. Symbol of the German empire strength
d. Breastplate with eagle	iv. Readiness to fight

Ans: a. i, b. iv, c. i, d. iii

2.

Column A (Personalities)	Column B (Their Actions)
a. Friedrich Wilhelm IV	i. Organised funds and went to fight in the war.
b. Louise Otto-peters	ii. Proclaimed man-the stronger and woman-the weaker
c. Carl Welcker	iii. Founded a women's Journal
d. Lord Byron	iv. Joined other monarchs to oppose the elected assembly

Ans: a. iv, b. iii, c. ii, d. i

3.

Column A (Years)	Column B (Important Events)
a. 1707	i. Ireland was incorporated into UK
b. 1801	ii. The Act of Union
c. 1821	iii. William-I, The Prussian King
d. 1871	iv. Greek struggle for independence beings

Ans: a. ii, b. i, c. iv, d. iii

I. 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:

- Both A and R are true and R is the correct explanation of A.
- Both A and R are true but R is NOT the correct explanation of A.
- A is true but R is false.
- A is false and R is true.

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.

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.

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.



4. **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.

5. **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

II. Assertion & Reason

Direction: 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 but 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.

1. **Assertion (A)** : Serfdom and bonded labour were abolished both in the Habsburg dominations 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

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 (A) is correct.



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.

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.

Ans. Option (A) is correct.

5. **Assertion (A)** : Weavers in Silesia had led a revolt against contractors in 1845.
Reason (R) : Contractors had drastically reduced their payments.

Ans. Option (A) is correct.

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.

III. 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 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.

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.



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.

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.

Ans. Option (A) is correct.

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.

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.

IV. 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 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.

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.

2. **Assertion (A)** : Nationalism aligned with 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.

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.

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 anew. Allegory of the nation.

Ans. Option (B) is correct.

V. Assertion & Reason

In the given questions (Q.16 and Q.17), there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option from the following.

- A is correct but R is wrong.
- A is wrong but R is correct.
- Both A and R are true and R is the correct explanation of A.
- Both A and R are true but R is not the correct explanation of A.



1. Assertion (A) : By the last quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century, but because a narrow creed with limited ends.

Reason (R) : The major European powers, in turn, manipulated the nationalist aspirations of the subject peoples in Europe to further their own imperialist aims.

Ans. (d)

2. Assertion (A) : Female allegories were invented by artists in the nineteenth century to represent the nation.

Reason (R) : To remind the public of the national symbol of unity and to persuade them to identify with it.

Ans. (c)

I. Very Short Answer Type Questions

(1 mark each)

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

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 other.

2. What was the aim of the French revolutionaries?

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.

3. What do you understand by the term 'Nation-state'?

In a nation-state was one where the citizens strived to develop a common identity based on shared language, traditions and customs.

4. What is meant by the term 'Absolutism'?

Absolutism is the political doctrine and practice of unlimited centralized authority and absolute sovereignty, as vested especially in a monarch or dictator.



5. Mention one major change that occurred in the political and constitutional scenario due to French Revolution in Europe?

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

II. Very Short Answer Type Questions

(1 mark each)

1. 'Language too played an important role in developing nationalist sentiments'. Explain.

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.

2. What do you know about Friedrich Wilhelm IV?

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.

3. What do you know about the Greek war of Independence?

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

III. Very Short Answer Type Questions

(1 mark each)

1. The Bourbon Kings of Spain ruled which part of Italy?

The Bourbon kings established a kingdom that included southern mainland Italy and the island of Sicily.

2. What was the importance of the Act of Union 1707?

The Act of Union was signed 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.



3. When did the unification of Germany take place?

The unification took place on January 18, 1871.

IV. Very Short Answer Type Questions

(1 mark each)

1. What comprised on the Balkan region?

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

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

Nationalism aligned with imperialism, led Europe to disaster in 1914.

3. How did nationalism and imperialism lead to conflict in Europe?

Nationalism and imperialism encouraged each European nation to pursue its own interests and compete for power.

4. Why were anti-imperialist movements' nationalists?

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.

5. Why did the anti-imperialist movements emerge?

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

V. Very Short Answer Type Questions

1. Why was Otto Von Bismarck considered as the architect of the unified Germany?

Otto van Bismarck as the architect of the unified Germany:

He carried out unification with the help of Prussian army and bureaucracy.

2. What major issues were taken up by liberal nationalists?

The freedom for the individual and equality of all before the law were some of the issues taken up by the liberal nationalists.

3. Name the Act which resulted in the formation of the United Kingdom of Great Britain.

The Act of Union 1707 resulted in the formation of the United Kingdom of Great Britain.

4. Who became the allegory of the German nation?

Germania became the allegory of the German.



5. Which country did the artist Frederic Sorrieu belong to?

Frederic Sorrieu belonged to France.

6. Which nation was identifiable in the revolutionary tricolour in Sorrieu's utopian vision?

The French nation was identifiable in the revolutionary tricolour in Sorrieu's utopian vision.

7. What were the effects of revolutionary upheaval in France in 1830?

The Bourbon dynasty that had been ruling the region was deposed.

8. Who was called as the architect of Germany's unification?

Otto Von Bismarck.

9. Why big European powers met in Berlin in 1885?

European powers met in Berlin in 1885 to complete the carving up of Africa among them.

10. Who implemented the Civil Code of 1804 in France?

Napoleon Bonaparte implemented the Civil Code of 1804 in France.

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

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

12. What was the meaning of liberalism in the early nineteenth century in Europe?

(Or)

"Explain the meaning of 'liberalism'.

In the early nineteenth century in Europe, liberalism stood for freedom of the individual and equality of all before the law.

13. What was the main aim of the French revolutionaries?

The main aim of French revolutionaries was:

To create a sense of collective identity amongst the French people.

14. What is the meaning of concentration camps?

A prison where people are detained without due process of law.

VI. Very Short Answer Type Questions

1. To which country did the artist Frederic Sorrieu belong to?

Artist Frederic Sorrieu belonged to France.



2. What is referred to as Absolutism?

Unrestricted, despotic and authoritarian monarchical system of rule or government is referred to as absolutism.

3. Define Nation.

A body of people who are united by same past, culture, political system and common interests can be defined as Nation.

4. What was the concept of a nation-state?

The concept of nation-state was one in which people and rules of land came together to develop a sense of common identity and shared history.

5. Define Plebiscite.

Plebiscite is a system of direct vote by which the people of a region, themselves decide to accept or reject a proposal.

6. Which form of government was operating in France before the revolution of 1789?

Monarchy

7. What was Napoleonic Code?

Napoleonic code refers to reforms incorporated in administration to make the system more rational and efficient.

8. Name the provinces under the Habsburg Empire.

The Habsburg Empire ruled over Austria-Hungary. It included the Alpine region of Tyrol, Austria, Sudetenland, as well as Bohemia along with Italian speaking provinces of Lombardy and Venetia.

9. Name the two Italian-speaking provinces of the Habsburg Empire.

Lombardy and Venetia.

10. What was the tie that bind the diverse groups of Habsburg Empire?

Common allegiance to the emperor.

11. What did the new social group comprise of that came into being in the 19th century comprised of?

The new social group that came into being in the 19th century comprised of working class and middle class made up of industrialists, businessmen and professionals.

12. What ideas gained popularity among the educated liberal middle class?

The ideas of national unity following the abolition of aristocratic privileges gained popularity among the educated liberal middle class.



13. What did liberalism stand for the new middle classes?

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

14. What did 19th century liberals stress upon?

19th century liberals stressed upon inviolability of private property.

15. What does suffrage mean?

Suffrage means the right to vote.

16. What was the status of women under the Napoleonic Code?

Napoleonic code reduced women to the status of a minor, subjected to the authority of fathers and husbands.

17. What did liberalism stand for the economic sphere? Or

Interpret the concept of 'liberalism' in the field of economic sphere during the nineteenth century in Europe.

In the economic sphere, liberalism stood for freedom of markets and abolition of restriction on the movement of goods and capital.

18. What was the strong demand of the emerging middle class in Europe during the 19th Century?

Freedom of markets and abolition of restriction on the movement of goods and capital were strong demands of the emerging middle class in Europe during the 19th century.

19. What was the basic philosophy of the conservatives?

The basic philosophy of the conservatives was to preserve the tradition institutions such as church, monarchy, social hierarchies, property and family etc.

20. Which dynasty was deposed during the French Revolution and later restored to power by conservatives.

The Bourbon dynasty.

21. What was the nature of Conservative regimes set up in 1815?

The conservative regimes set up in 1815 were autocratic in nature.

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

The liberal nationalists took up the issue of freedom autocratic of press.

23. What was the main aim of the revolutionaries of Europe?

The European revolutionaries aimed at opposing the monarchical order established after the Vienna Congress and struggle for liberty and freedom.



24. What views did Giuseppe Mazzini have about Italy?

It was Mazzini's belief that God wanted nations to be the natural units of mankind. So Italy could no longer be a patchwork of small states. It had to take shape of a single unified republic within a wider alliance of nations.

25. How was Mazzini described by Metternich?

Metternich described Mazzini as the most dangerous enemy of the social order.

26. Who headed the constitutional monarchy installed by liberal revolutionaries in 1830?

Louis Philippe headed the constitutional monarchy installed by liberal revolutionaries in 1830.

27. Who remarked "When France sneezes the rest of Europe catches Cold"?

Duke Metternich

28. How did Lord Byron contribute to the Greek war of Independences?

Lord Byron, an English poet, organised funds for the Greek struggle against the Ottoman Empire and also participated in the war.

29. What did the Romantic artists and poets criticise?

They criticised glorification of reason and science.

30. Who claimed that true German culture was to be discovered among the common people.

German philosopher, a romanticist, Johann Gottfried Herder.

31. What is meant by das volk?

Das volk is a German word meaning common people.

32. What was the term given to true spirit of a nation in Germany?

Volkgeist.

33. What was the result of the rise in population in Europe in the first half of the 19th century?

It created unemployment and many people from the rural areas started migrating to the cities in search of jobs.

34. Where was the Frankfurt Parliament convened?

The Frankfurt Parliament was convened at the Church of St. Paul.

35. Why did the middle class lose its support after the failure of the Frankfurt Parliament?

Because they resisted the demands of the workers and the artisans.



36. Which state led the unification of Germany?

Prussia led the unification of Germany.

37. Who holds the credit of unifying Germany?

Otto von Bismarck

38. Who was proclaimed the German Emperor in a ceremony held at Versailles in January 1871?

Kaiser William I

39. Who headed Sardinia-Piedmont?

King Victor Emmanuel II

40. Who led the movement to unify the regions of Italy?

Chief Minister of Sardinia - Piedmont Cavour

41. In 1861, who was proclaimed the king of united Italy?

Victor Emmanuel II

42. Name the ethnic groups who inhabited the British Isles.

The English, Welsh, Scot or Irish.

43. What was the result of the Act of Union (1707)?

The Act of Union 1707 resulted in the formation of United Kingdom of Great Britain with the incorporation of Scotland.

44. What is an allegory?

An idea expressed in the form of a person or a thing.

45. Who represented France as nation?

Marianne

46. What was Germania?

It was an allegory of Germany.

47. Who were the slavs?

The inhabitants of the regions under the Ottoman Empire like modern - day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro were called the slavs.

48. What made the Balkan area explosive?

Spread of romantic nationalism and disintegration of Ottoman Empire.



49. Name the powers that were keen in countering the hold of other powers over the Balkans and extending their control over the area.

Russia, Germany, England and Austro-Hungary.

I. Short Answer Type Questions.

(3 marks each)

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

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.

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

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.)

Detailed Answer:

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

i. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.

ii. In the towns too, guild restrictions were removed. Transport and communication systems were improved and 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.

II. Short Answer Type Questions.

(3 marks each)

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

(Or)

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

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:**

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.

2. Describe the great economic hardship that prevailed in Europe during the 1830s.

(Or)

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

(Or)

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

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)

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.

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

- 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.

III. Short Answer Type Questions.

(3 marks each)

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

- i. Italians were scattered over several dynastic states.
- 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 Italy.
- 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.

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

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 idea of conservatism and the Treaty of Vienna.

3. Briefly describe the process of German unification.

- i. In the 1800s, nationalist feelings were strong in the heart 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.



IV. Short Answer Type Questions.

(3 marks each)

1. How had the female figures become an allegory of the nation during the nineteenth century in Europe? Analyse.

The female figures as an allegory of the nation:

Artists found a way out to represent a country in the form of a person. The nations were portrayed as female figures. The female figure was chosen to personify the nation but 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.

2. Describe the nature of nationalism in the last quarter of the nineteenth century.

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.

V. Short Answer Type Questions.

(3 marks each)

1. How has French artist, Frederic Sorrieu, visualised in his first print, of the series of four prints, his dream of a world made up of 'democratic and social republics'? Explain.

In the first print the artist shows the people of Europe and America-men and women of all ages and social classes-marching in a long train offering homage to the Statue of Liberty as they pass by it. At that time after French Revolution, 'Liberty' was imagined as a female figure who held the Torch of Enlightenment in one hand and the Charter of Rights of Man in the other. In the foreground the artist depicted the shattered remains of the symbols of absolutist institutions. In Sorrieu's idealist vision, the people of the world are grouped as distinct nations,



identified through their flags and national costumes. Leading the processions are the states of United States and Switzerland which were already nation - states at that time. France, with its revolutionary tricolour flag, had just reached the status.

2. Explain any three features of the 'Nation-State' that emerged in Europe in the twentieth century.

The following were the features of the Nation-state that emerged in Europe in the 20th century.

- a) The concept and practices of a modern state with sovereign centralised power developed in Europe.
- b) Nation-state was supposed to be a state where majority of its citizens shared common identity and history.
- c) Nations began to be personified i.e. they were represented as a person with characteristics that identified their nations. Mainly female figures were used to portray the nation.

3. How did the ideas of French Revolution spread to other parts of Europe?

The French Revolution inspired other countries of Europe. Its ideas spread to other parts of Europe in the following ways.

- a) The French revolutionaries proclaimed to help Europeans to constitute nation - states.
- b) Various revolutionary clubs like the Jacobin clubs began to be formed by students and educated middle class in different European cities based on French model.
- c) Revolutionary wars in countries like Holland, Belgium, Switzerland and Italy paved way for French armies to move to other parts of Europe.
- d) Napoleon also played an important role in spreading the ideologies of French revolution in the European countries through administrative changes.

4. State any three provisions of the Civil Code of 1804. OR

Explain any three features of the Napoleonic code. OR

Explain any five reforms introduced by Napoleon in the regions under his control.

Napoleon incorporated revolutionary principles in the administrative field to make the whole system more rational and effective. His Civil Code of 1804 was also known as Napoleonic Code.



- a) First, he did away with all the privileges based on birth. Everyone was placed equally before the law.
- b) He abolished the feudal system and freed peasants from serfdom and manorial dues.
- c) He secured the right to property.
- d) Peasants, artisans, workers and new businessmen enjoyed the taste of new-found freedom as guild restrictions were removed in towns.
- e) Uniform laws, standardised weights and measures and a common national currency facilitated the movement and exchange of goods and capital from one region to another.
- f) Transport and communication systems were important which led to easy and quick movement of goods.

5. How was the Habsburg Empire a patchwork of many different regions and people in Europe?

Explain.

Habsburg Empire was patchwork of many different regions and people as the Alpine regions-the Tyrol, Austria and the Sudetenland were part of it. The Italian speaking provinces of Lombardy and Venetia were also included in it. Different languages and dialects were spoken by different sections of society throughout the empire. For example, in Bohemia, the nobility or the aristocrats spoke German' and Lombardy and Venetia were the provinces where Italian was spoken. Polish was the language of aristocracy in Galicia. Besides, these three dominant groups, there also lived peasantry, within the boundaries of Empire such as Bohemians and Slovaks to the north, Slovenes in Carniola, Croats to the south and Roumans to the east in Transylvania. Loyalty to the emperor was the only tie binding these groups that were so different from each other.

6. Explain liberalism political and economic fields prevailing in Europe in the 19th Century.

OR

Explain the concept of liberalism? What did it politically emphasis during 19th Century Europe.

The term 'liberalism' derives from the Latin root 'Liber' meaning free. It was an ideology that stood for freedom for the individual and equality of all before the law.



Politically, liberalism stood for constitution, a representative government ruling by consent, a parliamentary system, ownership of private property and end of the privileges of aristocracy.

Economically, liberalism stood for freedom of markets, end of state restrictions on movement of goods and capital, creation of unified economic territory allowing unhindered movement of goods, people and capital.

7. When and why was the Zollverein formed?

Zollverein, a custom union was formed in 1834. Prussia took the initiative to form it and most of the German states joined it. It was formed to abolish tariff barriers which was hindering movement of goods, people and capital. It created a network of railways which further stimulated mobility, harnessed economic interests to national unification.

8. How did the Treaty of Vienna (1815) come into being?

Representatives of the European powers-Britain, Austria, Russia and Prussia met at Vienna in 1815. They had defeated Napoleon collectively and wanted to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The object of Treaty of Vienna was to undo most of the changes that had come about in Europe during the Napoleonic wars.

9. Explain any three beliefs of the conservatism that emerged after 1815. [OR]

Enumerate any three features of conservative regimes set up in Europe following the defeat of Napoleon in 1815.

The Conservative regimes set up in 1815 were autocratic. Following were the features of these regimes.

- a) They were intolerant to criticism.
- b) They sought to curb activities that questioned the legitimacy of autocratic government.
- c) Most of them imposed censorship laws to control the ideas of liberty and freedom associated with the French revolution.

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

The following were the main reasons for the nationalist upsurge in the 19th century Europe.

- a) Apart from war and territorial expansion, it was culture which played an important role in creating the idea of a nation whether it was through music or



art, poetry or stories, every form of art contributed to expressing nationalist feelings.

- b) Romantic artists created a sense of common cultural heritage as the basis of nation building.
- c) Vernacular language became one of the important reasons as folklore, folksongs etc. Promoted the spirit of nationalism.

11. How did Romanticism seek to develop a particular form of nationalist sentiment during 18th century? Explain.

Romanticism criticised glorification of reason and science and focused on emotions, intuitions and mystical feelings instead. The poets and romantic artists tried to create a sense of shared collective heritage, a common cultural past, as the basis of nationalism.

Some Romantics, like the German philosopher Johann Gottfried Herder, tried to popularise the true spirit of the nation through folk songs, folk poetry and folk dances. The Polish artist, Karol Kurpinski encouraged national symbols. Language also played an important role in developing nationalist feelings. The Grimm Brothers promoted German language to oppose French domination through their collection of folk tales. The Polish used language as a weapon against Russian domination.

12. Explain any three ways in which nationalist feelings were kept alive in Poland in the 18th and 19th centuries.

Poland had been partitioned at the end of the 18th century by the Great Powers-Russia, Prussia and Austria-and was losing national identity. It did not exist as an independent state. Under such circumstances in order to keep alive their nationalist feelings the Polish people used their culture in a big way.

- a) They used music to keep their unity and identity. Karol Kurpinski kept up the national struggle by staging his Polish operas and music.
- b) The Polish people used dances like "polonaise" and "mazurka" making them nationalist symbols.
- c) In the region of Russian occupied Poland, the Polish language was replaced by Russian language in schools and Russian language was imposed everywhere. As a rebellious act, the Polish used their own language to develop nationalist feelings.



- d) The use of Polish came to be seen as a symbol of struggle against Russian dominance. Language was also used as a weapon of national resistance in church gatherings and religious instructions.

13. Who were the important personalities that took part in the Italian unification?

Italy was politically fragmented into seven states for a long period. The north Italy was ruled by Austria, while the Bourbon dynasty ruled by Austria, while the Bourbon dynasty ruled in the south and Pope dominated over the central Italy. It was only Sardinia - Piedmont which was ruled by the Italian princely house. The three important personalities who took part in the process of Italian unification were:

- a) Giuseppe Mazzini. During the 1830s, Mazzini devised efforts to unite Italy, but he failed. He formed a secret society i.e Young Italy in 1831 which intended to fulfil his goals. He believed that the nations are the natural units of mankind.
- b) Count Cavour. He was the Italian Chief Minister who unified the regions of Italy. He was neither a revolutionary nor a democrat. He spoke French and with his tactful diplomacy sought the help of France in defeating Austrian forces in 1859.
- c) Giuseppe Garibaldi. He collected a large number of armed volunteers and joined the regular troops. He succeeded in winning the support of local peasants and drove the Spanish away.

I. Long Answer Type Questions

(5 marks each)

1. How did ideas of national unity in early nineteenth century Europe allied to the ideology of liberalism?

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.

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.



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.

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

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.

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.



"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.

II. Long Answer Type Questions

(5 marks each)

1. Why was the period of 1848 considered as phase of the revolution of the Liberals in Europe? Explain.

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 number of women had participated actively over the years.

vii. Women had formed their own political associations, founded newspaper and taken part in political meetings and demonstration.

2. How did Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain.

i. Greece had been a part of the Ottoman Empire since the 15th century.

ii. The growth of revolutionary nationalism in Europe led 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.

3. What happened during the year following 1815 when the fear of repression drove many liberal nationalists underground? Explain.

i. Secret societies sprang up in many European states to train revolutionaries and spread their ideas.

ii. To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom.

iii. Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom. One such individual was the Italian revolutionary Giuseppe Mazzini.

iv. He subsequently founded two more underground societies, first, Young Italy in Marseilles, and then, Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.



v. Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations.

vi. This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland.

vii. Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

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.

(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.

i. Sentiment of Nationalism in the 19th century, nationalism could not retain its idealistic liberal-democratic sentiments of the first half of the century but became of the first half of the century but became a narrow belief with inadequate ends.

ii. Nationalist group 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 in 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 foreign power.

viii. Slavic nationalities struggled to define their identity and independence. Hence, the Balkan area became an area of intense conflict.

III. Long Answer Type Questions

(5 marks each)

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.**

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.

2. Describe the process of 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 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.

3. Describe the process of 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.

IV. Long Answer Type Questions.

(5 marks each)

1. Highlight the reasons for the growth of nationalist tensions in the Balkan region before the First World War.

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 identify.

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 formed trade point of view.



vi. This led to the series of wars in the region and finally became the cause of the First World War.

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

(Or)

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

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.

Detailed Answer:

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 war in the region and finally the First World War.

V. Long Answer Type Questions.

(5 marks each)

1. "Till mid- eighteenth century there were no nation-states in Europe." Support the statement with examples.

There were no nation-states in Europe till the mid-eighteenth century. Germany, Italy and Switzerland were ruled by different rules with their well-defined territories. Eastern and central part of Europe too had autocratic monarchies. People from different ethnic groups



occupied these areas and spoke different languages. Sudetenland and Bohemia were dominated by German-speaking people. It also included the province of Lombardy and Venetia which had Italian-speaking people. In Hungary, the half of the population spoke Magyar and the other half if the population spoke different dialects. In the part of Galicia, the aristocratic class spoke Polish.

There was absence of collective identity or common culture among these groups. Apart from this, a large group of peasant people like-Roumans to the east in Transylvania, Bohemians and Slovaks to the north, Slovenes in Carniola and the Croats to the south lived within the boundary. The only tie binding these different groups together was a common allegiance to the emperor.

2. Discuss the lives of the aristocrats and the new middle class in 19th century France.

The landed aristocracy dominated all social and political spheres. They were united by a common lifestyle. Huge estates and large town-houses were owned by them. French was the language they preferred in the high society and diplomatic circles. Marriages connected the aristocratic families. Though they formed a small group, they dominated with power.

In the western and some parts of Central Europe, commercial classes began to emerge because of setting up of industries and beginning of trade. This class caused the emergence of new social groups like the middle class and the working class. The middle class included industrialists, businessmen and professionals. They were less in number. It was the liberal and educated middle-class that encouraged national unity and abolition of aristocratic privileges.

3. How did the growth of industrialisation change the social and political equation of Europe.

OR

What led to the emergence of new middle class in Europe?

Industrialisation began in Europe during the 19th century and brought with it growth of towns and cities inhabited by strong commercial class which produced goods for domestic markets.

Along with it a class of people emerged called the new working class. It included professionals, businessmen and industrialists.

Though they were small in number, educated, liberal minded and believed in national unification. They strongly condemned aristocratic set up in the society. It was because of these ideals they gained popularity and emerged as a new social class. They stood for equality and



freedom and stressed the formation of constitution giving preference to representative form of government rather than established autocratic regimes.

4. "Equality before law did not necessarily stand for universal suffrage in Europe."

Discuss.

The new middle class in Europe advocated the concept of liberalism emphasising the concept of freedom and equality for all. But at the same time, this was not visible in the political experiment around Europe. The right to vote was exclusively with the propertied class, that too only men. Women even with property rights were excluded from right to vote. The Jacobins who stood for revolution for equality were also biased on that issue. They too granted right to vote to all adult male population only. Napoleon who stood to end privileges too reduced women to the margin of the society with no political rights. For long did these women and non-propertied male struggled to win political rights for themselves.

5. Mention any two economic obstacles that the liberal-nationalists wanted to overcome.

In what way did the Zollverein customs union of 1834 try to overcome these shortcomings?

During the early nineteenth century, Europe was closely allied to the ideology of liberal-nationalists wanted to overcome were:

- a) Restricted movement of goods and capital.
- b) Existence of countless small principalities and different currencies, weights and measures.

These barriers created obstacles to economic exchange and growth of the new commercial classes. To sort out this problem, in 1834, a customs union called Zollverein was formed by Prussia alongwith most of the German states. The following steps were taken to resolve this issue:

- i. Tariff barriers were abolished.
- ii. Number of currencies operating were reduced to two.
- iii. A network of railways was created for harnessing economic interests.

6. What views did the conservatives hold?

Conservatism was adopted by the European governments after defeating Napoleon in 1815. They favoured it to preserve the established traditional institutions of state and society like monarchy, church, social hierarchies, property and family. There were some who did not want to adopt the pre-revolutionary system, rather they favoured Napoleonic changes and



wanted to adopt modernisation as it would rather contribute to strengthen traditional institutions and state power and make it much more effective. Conservatives began to believe that aristocratic monarchies of Europe too would be strengthened from a modern army, and efficient bureaucracy, a dynamic economy and the abolition of feudalism and serfdom.

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

The congress was hosted by the Austrian chancellor Duke Metternick.

The following changes were brought by the 'Vienna Treaty'-

- a) The Bourbon dynasty deposed during the French Revolution was put back in power.
- b) The territories annexed by Napoleon were taken back from France.
- c) To prevent any future expansion of France, a series of states were set up on French boundaries. Kingdom of Netherlands including Belgium came up in the north, while Genoa along with Piedmont placed in the south.
- d) Along with Saxony some new territories were given to Prussia on its western frontiers. Austria got the control of northern Italy.
- e) Russia got the control of Poland.

8. How did the Greek War of Independence mobilise nationalist feeling among the educated elite across Europe? OR

How did the 'Greek War of Independence' contribute in mobilizing nationalist feeling among the educated elite across Europe? Explain with examples.

Greece was the part of Ottoman Empire since the fifteenth century.

- a) The Greeks were influenced by the growth of revolutionary nationalism in Europe and they started a struggle for their independence in 1821.
- b) Nationalists in Greece got support from the Greeks residing in different countries.
- c) Even the West European countries sympathised with the Greek in different countries.
- d) Poets and artist too admired Greece as the basis of European civilisation and mobilised public opinion in its support. English poet Lord Byron even organised fund and participated in the war.
- e) Finally, in 1832, Greece was recognised as an independent nation by the Treaty of Constantinople.



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

Explain with four examples.

OR

“Culture played an important role in creating the idea of the nation, in Europe.” Support the statement with examples.

Culture played an important role in creating the idea of a nation in Europe in the following ways.

- a) Art, music, literature and drama helped to express, shape and strengthen nationalist sentiments.
- b) Romantics like the German philosopher Johann Gottfried Herder held the view that true German culture could be discovered only among the common people, the *das volk*.
- c) Glorification of reason and science was criticised by the romantic artists, rather they favoured emotions, intuitions and mystical feelings.
- d) Language too boosted nationalism. The Polish people opposed the Russian occupation and the ban on Polish language, by using it in the Church gathering for all religious ceremonies and for religious instruction. The Polish language became a weapon of the nationalists.
- e) Two Germans, Grimm Brothers, used stories and folktales written in German to promote the German spirit against the domination of the French.
- f) Operas and music, like that of Karol Kurpinski, kept alive the national spirit.
- g) Folk dances like the polonaise and mazurka became national symbols.

10. What is the significance of 1848 for France and the rest of Europe? What did the liberals demand?

In 1848 Europe, the poor, unemployed workers and starving peasants led many revolts. In France, the educated middle class started a revolution for the abolition of monarchy and establishment of a republic based in universal male suffrage. They took advantage of the growing popular unrest to put forward their demands for the creation of a nation-state based on parliamentary principals with a constitution, freedom of press and association. Political rights for women was an issue in which large number of women took active part. They formed political associations and published newspapers voicing their demands.

Men and women from the liberal middle classes around Europe combined their demands for constitutionalism alongwith national unification.



11. Discuss the role played by the women in nationalist struggles.

Women played a vital role in the nationalist struggles around the world.

- a) Women from many parts of Europe like Germany, Italy and Poland actively supported the liberals demanding constitutional monarchy with national unification.
- b) They too joined their demands for political rights like 'suffrage' along with the struggle of the liberals. But in spite of their active participation, extension of political rights to them remained a controversial issue.
- c) They took advantage of the unrest in Europe to push their demands for freedom of press and association and creation of a nation-state.
- d) They even formed their own political associations and founded their newspapers.
- e) They held political meetings and staged demonstrations to gain support to their demands. But they were denied suffrage rights during the assembly elections. When the Frankfurt parliament was being convened in the St. Paul Church, they were granted admission merely as spectators.

I. Competency Based Questions.

(4 marks each)

Case Based MCQs

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

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 socialist ideology in economic sphere.**
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.
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 start the process of Italian Unification
4. How did the Congress o 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
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
6. Where was the Treaty of Vienna signed?
 - a. Poland
 - b. Vienna**
 - c. Moscow
 - d. Waterloo

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 like minded 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'.

1. Who was Giuseppe Mazzini?

- a. French artist
- b. **Italian revolutionary**
- c. British artist
- d. German preacher

2. Where was Giuseppe Mazzini born?

- a. Berne
- b. Paris
- c. **Genoa**
- d. Liguria

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

- a. Genoa
- b. **Liguria**
- c. Poland
- d. Marseilles

4. Who described Mazzini as 'the most dangerous enemy of our social order'?

- a. Bismarck
- b. Cavour
- c. **Metternich**
- d. Garibaldi

5. Which of the following societies was founded in Berne?

- a. **Young Europe**
- b. Young Germany
- c. Young Italy
- d. Young Britain

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.**



II. Competency Based Questions.

(4 marks each)

Case Based MCQs

I. Read the passage below and answer the following questions:

The first clear expression of nationalism came with the French Revolution in 1789. France, as you would remember, was a full-fledged territorial state in 1789 under the rule of an absolute monarch. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.

1. What were the principles of French Revolution?
 - a) **Liberty, Equality and Fraternity**
 - b) Socialism, Liberalism, Religion
 - c) Freedom, Inequality and Economic progress
 - d) None of these
2. What was the political situation in France at that time?
 - a) Democracy
 - b) Republic
 - c) Sovereign State
 - d) **Absolute Monarchy**
3. What measures the French revolutionaries took during struggle for democracy?
 - a) They spread the ideas of 'la patrie' and 'le citoyen'
 - b) Tricolor flag was chosen to replace former royal standard
 - c) Formulated uniform laws for all citizens
 - d) **All of these.**
4. What actions were taken in the name of the nation?
 - a) Army was formed
 - b) Social work was done
 - c) **Hymns were composed, oaths taken and martyrs commemorated, custom duties were abolished.**
 - d) Regular meetings were held
5. What mission did the revolutionaries declare as the destiny to the French people?
 - a) **To liberate the people of Europe from despotism - to help other peoples of Europe to become nations.**



- b) To make a one nation state
- c) To become a democratic nation
- d) To become sovereign.

II. Read the passage below and answer the following questions:

During the years following 1815, the fear of repression drove many liberal-nationalists underground. Secret societies sprang up in many European states to train revolutionaries and spread their ideas. 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. Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom.

1. Giuseppe Mazzinin was the founder of which of these following societies?
 - a) Young Europe in Berne
 - b) Young Italy in Marseilles
 - c) Young Europe in Marseilles
 - d) **Both (a) and (b)**
2. Who was the host of Congress of Vienna - 1815?
 - a) **Duke Metternich**
 - b) Giuseppe Mazzini
 - c) Friedrich List
 - d) Eugene Delacroix
3. Revolutionaries formed secret societies to achieve which of the following objectives?
 - a) Abolish tax system
 - b) Maintain conservatism
 - c) oppose single person's rule
 - d) **None of the above**
4. When did the Treaty of Vienna take place and who were the participants?
 - a) 1816, Britain, Russia, Prussia
 - b) **1815, Britain, Russia, Prussia, Austria**
 - c) 1820, Britain and Russia
 - d) 1817, Russia, Prussia, Austria

III. Read the passage below and answer the following questions:

On the bitterly cold morning of 18 January 1871, an assembly comprising the princes of the German states, representatives of the army, important Prussian ministers including the chief minister Otto von Bismarck gathered in the un heated Hall of Mirrors in the palace of Versailles to proclaim the new German Empire headed by Kaiser William I of Prussia.

1. What was the objective of new state of Germany?
 - a) Modernisation of currency
 - b) Improvements in banking systems
 - c) Legal and judicial systems in Germany
 - d) **All of these**
2. Who was Otto von Bismarck?
 - a) Chief Minister of Prussia



- b) Architect of German National unification movement
- c) Leader of Landowners
- d) Both (a) and (b)**

3. When Prussia took on the leadership of the movement for national unification who was the chief architect of the movement?

- a) Otto von Bismarck**
- b) Kaiser William I
- c) Giuseppe Mazzini
- d) Metternich

4. In January 1871 who was proclaimed German Emperor in a ceremony held at Versailles?

- a) William II
- b) Otto von Bismarck**
- c) Kaiser William I**
- d) Metternich

5. When did unification of Germany took place?

- a) 1859-1870
- b) 1889-1891
- c) 1866-1871**
- d) 1870-1889

IV. Read the passage below and answer the following questions:

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 who installed a constitutional monarchy with Louis philippe at its head. 'When France sneezes, 'Metternich once remarked, 'the rest of Europe catches cold. 'The July Revolution sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.

An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence. Greece had been part of the Ottoman Empire since the fifteenth century.

1. 'When France sneezes, the rest of the world catches cold', who remarked this and why?

2. Write a note on Greek war of independence.

3. What is July Revolution?

a) 'When France sneezes, the rest of the world catches cold', was remarked by Metternich because whatever happens in France, it affects the whole of Europe.

b) Greek War of Independence:

- i. The event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence.



- ii. Greece had been part of the Ottoman Empire since the fifteenth century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.
 - iii. Nationalists in Greece got support from other Greeks living in exile and also from many West Europeans who had sympathies for ancient Greek culture.
 - iv. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire.
 - v. Finally, the Treaty of Constantinople of 1832 recognised Greece as an independent nation.
- c) July Revolution was the revolution which sparked an uprising in Brussels which led to Belgium breaking away from the United Kingdom of the Netherlands.

V. Read the passage below and answer the following questions:

In 1848, Frederic Sorrieu, a French artist prepared a series of four prints visualising his dream of a world made up of 'democratic and social Republics,' as he called them. The first print of the series, shows the peoples of Europe and America-men and women of all ages and social classes-marching in a long train, and offering homage to the statue of Liberty as they pass by it. As you would recall, artists of the time of the French Revolution personified Liberty as a female figure-here you can recognise the torch of Enlightenment she bears in one hand and the Charter of the Rights of Man in the other. On the earth in the foreground of the image lie the shattered remains of the symbols of absolutist institutions. In Sorrieu's utopian vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume.

a) What do you mean by an 'absolutist'?

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

b) What do you mean by a 'utopian vision'?

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

c) Why are people in the painting shown marching in a long train, and offering homage to the the statue of liberty as they pass by it?

In Sorrieu's painting, the people are the symbol of distinct nations which are grouped together to achieve freedom.