

‘Super 30’ Q/A

Mission

Ch : Nationalism in Europe. class 10

By : Gurdeep sir:

Q1. Briefly trace the process of **unification of Italy**.

Ans:

For toppers:

A. **Italy a fragmented state:** Italy was divided into 7 States during the middle of 19th century,

B. Only **Sardinia -Piedmont** : was ruled by an **Italian princely house**.

C. **Role of Giuseppe Mazzini:** He was the leader of Republican party. While in exile **1831**, he founded two secrete societies, young **Italy** in **Marseille** and **young Europe** in Bern.

D. **Role of Cavour:** Cavour became the chief minister of Piedmont in **1852**. Through it full diplomatic alliance with **France** he succeed in defeating Austria in **1859**.

E.Role of Giuseppe Garibaldi: Garibaldi was the hero of **Red shirt** revolutionary movement.

a. In **1860** he marched into **South Italy** and the Kingdom of **two Sicilies**.

b. He succeeded in winning the support of local peasants in order to drive out the **Spanish rulers**.

F.Victor Emmanuel II: in **1861** **victor Emmanuel II** was made king of United Italy.

For below average students:

- I. Italy was **divided** into 7 States.
- II. Only **sardinia Piedmont** ruled by **princely house**.
- III. **Mazzini** founded two secret societies **young Italy** and **young Europe**.
- IV. **Cavour** :Made **Alliance** with **France** and **defeated Austria** in **1859**.
- V. **Garibaldi** marched in **South Italy** in **1960** and **defeated Spanish ruler**.
- VI. **Victor Emmanuel II** was made the **king of Italy** in **1961**.

For students on ventilator: (in danger zone red zone)

1. 7 states
2. **Sardinia Piedmont princely house**.
3. **Mazzini** founded **young Italy** **young Europe**.
4. **Cavour** **defeated Austria**.
5. **Garibaldi** **defeated Spanish ruler**.
6. **victor Emmanuel** **made king** in **1861**

Q2. Briefly trace the process of **German unification**.

Ans:

A. Frankfurt parliament 1848:

- I. The **Frankfurt Parliament** which was held in the church of St Paul in **1848**.
- II. It was a first major step towards the unification of Germany.
- III. This was repressed by the combined force of **monarch**. **Military** and **land owners of Prussia**.

B. Role of Bismarck:

- I. **Prussia** took the leadership of the movement of unification.
- II. Its chief Minister **Otto Von Bismarck** was the **architect** of the process.
- III. He carried out movement for unification with the help of Prussian **army** and **bureaucracy**.

IV. According to him that unification of Germany could be achieved by the **prince** not by the **common people**.

C. Three wars:

- i. **Bismarck's** object of unifying Germany was done by **three wars**.
- ii. Which were fought during a brief period of **7 years (1864- 1870)**.
- iii. These was fought with **Austria, Denmark** and **France**.

D. **Final unification of Germany:** On **18th January 1871** in the Royal palace of **Versailles**, the King of **Prussia Kaiser William I** was crowned as the German emperor.

For average students:

- I. First step for unification was made by **Frankfurt parliament** held in **1848**.
- II. It was **repressed** by **monarch** and **military**.
- III. **Otto Von Bismarck** the **chief minister** of **Prussia** was the **architect** of unification.
- IV. He fought with the help of **bureaucracy** and **army**.
- V. He fought **3** war in **7** year.
- VI. Defeated **Austria, France** and **Denmark**.
- VII. In **1871** Prussian King **kaiser William I** was made king.

For students on ventilator: (in red zone, danger zone)

1. **Otto Von Bismarck** was the **architect of unification**.
2. He took help of **bureaucracy** and **army**.
3. He fought **3** wars.
4. Defeated **Austria France Denmark**.
5. **1871 Kaiser Williams I** was made king in **1871**.

Q3. Describe any **five steps** taken by French revolutionaries to **create a sense of collective identity** among the French people.

Ans.

Forr toppers and average students.

- I. The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) were introduced.
- II. **New flag the tricolor** replaced the former **Royal standard flag**.
- III. The **Estates general** was re-elected by the body of active citizens and it was renamed as the **national assembly**.
- IV. New **hymns** were composed.
- V. And **martyrs commemorated** all in the name of the nation.
- VI. A **centralised** system of **administration** was introduced.
- VII. **Uniform** laws were made for all citizens..
- VIII. **French** became the **national language**.

For students on ventilator: (in red zone and dangerous zone)

They introduced many things like

- 1. *La patrie* and *le citoyen*.**
- 2. New tricolour flag.**
- 3. New hymns.**
- 4. Martyrs were commemorated.**
- 5. Estate General was re-elected and renamed as National assembly.**
- 6. Centralised system of administration.**
- 7. Uniform law.**
- 8. French became national language.**

Q4. Describe the main clauses or provisions of the treaty of Vienna of 1815.

Ans:

For toppers and average students

- I. It was hosted by the **Austrian chancellor “Duke Metternich”**.
- II. The **Bourbon dynasty** which had been **deposed** during the French revolution was **restored** to power.
- III. France **lost** the **territories** it had **annexed** under the Napoleon.

- IV. **Series of States** was **setup** on the boundaries of France to **prevent** France **extension** in **future**.
- V. Kingdom of the **Netherlands** including **Belgium** were set up to the **north**.
- VI. **Prussia** was given important new territories on its **Western Frontiers**.
- VII. **Genoa** was added to Piedmont in the south.
- VIII. **Austria** was given control of **Northern Italy**.

For students on ventilator: (in danger zone and red zone)

- i. **Hosted by Duke Metternich** in 1815.
- ii. **Bourbon** dynasty was **restored**.
- iii. **France lost territories**.
- iv. **A series of states** were **set up** on **France** border.

Q5. Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionaries principle in order to make the whole system more rational and efficient. Analyse the statement with argument.

Ans: Napoleon had no doubt destroyed democracy in France but in the administrative field he had incorporated revolutionary principle in order to make the whole system more rational and efficient in the following manners.

To achieve this goal he took some important steps. These were

for toppers:

- I. He introduced civil code of 1804 which stablished **equality before law**.
- II. **Abolished** all **privileges** based on **birth**.
- III. In many parts of Europe like in the **Dutch Republic, Switzerland, Italy** and **Germany** he simplified **administrative** divisions.
- IV. **Granted** the **right to property** to French citizens.
- V. **Abolished feudal** system.
- VI. Freed peasants from **serfdom** and **manorial dues**.

- VII. **Removed** restrictions on **guilds** in town.
- VIII. Improved **transport** and **communication**.
- IX. **Standardized weights and measures**.
- X. **Common** national **currency** was introduced.

For average students:

1. He introduced **equality before law**.
2. **Abolished privileges** based on **birth**.
3. **Simplified administration**.
4. Granted **right to property**.
5. **Abolished feudal system**
6. **Serfdom** and **manorial dues** were **removed**.
7. **Removed restrictions** on **guild**.
8. Improved transport and **communication**.
9. **Standardized weight** and **measures**.
10. **Common** national **currency** introduced

For students on ventilator: (in red zone and danger zone)

- i. **equality before law**
- ii. **right to property**
- iii. **One currency**
- iv. **tax removed**
- v. **one weight and measurement system**.
- vi. **end of privilege**
- vii. **end of feudal**

Q6. Highlights the reasons for the growth of a nationalist tensions in the Balkan regions before the first world war.

Or

Describe the exclusive conditions provide in Balkans after 1871 in Europe.

Ans: The **Balkans** comprised modern day **Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia Herzegovina, Slovenia, Serbia** and **Montenegro**.

I. **Explosive region:** The **disintegration** of the ruling Ottoman Empire and spread of idea of **nationalism** made this area explosive.

II. **Internal conflict:**

- a. As the **different Slavic nationalist** struggled to define their identity and **independence**,
- b. The Balkan area became an area of intense conflict.
- c. The Balkan states were **fiercely jealous** to each other.
- d. And each **hoped** to gain more **territory** at the **expense** of the others.

III. **Source of rivalry between big powers:**

- i. **Balkans** also became the area of **rivalry of big power**.
- ii. There was an **intense** rivalry among the European powers over trade and colonies as well as the **naval** and **military** power.

IV. **Series of wars:**

- a. Each power **Russia, Germany, England, Austria** and **hungary** were keen on **countering** others power over the Balkan.
- b. They wanted to **extend** their own control over the area.
- c. This led to the **series of war** in the **region** and **finally the first world war**.

Q7. How did **nationalism** develop through **culture** in Europe explain?

Or

How did **culture** play an important role in creating the idea of the nation in Europe explain with examples?

Or

How did **romanticism** see to develop paper took a form of **nationalist sentiments** during 18th century? Explain.

Ans:

For toppers:

The **nationalism** developed through **culture** in Europe in the following ways.

- I. **Art, poetry, stories** and **music** helped to express and shape **nationalist** feeling in Europe.

- II. **Romanticism** a *cultural movement* in Europe developed a particular form of nationalist sentiment.
- III. **Romantic** artist and poet **criticize** the **glorification** of **Science** and **reason**.
- IV. They gave importance on **emotions, intuitions** and **mystical feeling**.
- V. They tried to **create** a sense of **shared collective heritage**, *common cultural past* as the *basis of a nation*.
- VI. **German** philosopher Johan **Gottfried Herder** claim that the true **German culture** was to be discovered among the **common people** (*das volk*).
- VII. He thought that through **folk song, folk poetry** and **folk dance**, the true spirit of the nation (*volksgist*) could be popularised.
- VIII. In **Poland** **Karol Kurpinski** celebrated National struggle through **Opera** and **music**.
- IX. He turned folk dance like **Polonaise** and **Mazurka** into **nationalist symbols**.
- X. **Vernacular language** and **folk** strengthen the national spirit.
- XI. **Allegory of Germania of German** and **Marianne of France** developed National feeling among citizen.

For average students:

- 1. **Art, poetry, stories and music** created nationalist feelings.
- 2. **Romanticism** was a cultural movement.
- 3. **Romantic** artist criticized reason and Science.
- 4. They emphasized on **emotions, intuition** and **mystical feeling**.
- 5. **Karol Kurpinski of Poland** created **nationalist sentiments** by **music and Opera**.
- 6. **Allegories of nation** were made to create **nationalist feeling**.
- 7. **Vernacular languages** were used.

For students on ventilator: (in Red zone and danger zone)

- I. **cultural movement**.
- II. **It criticize science**.
- III. **music and art** created **nationalist feeling**.
- IV. **emphasized on emotions**.
- V. **local language** are used.

- VI. Folk songs, poetry and stories are used to create nationalist feeling.
- VII. Allegories- Germania and Marianne are used.

Q8. How did Britain came into existence as a nation state? Explain.

Or

Explain the unification of Britain.

Ans: Britain became a nation states in the following ways;

For toppers and average students:

- I. Before the **18th** century there were different ethnic identities with its own culture and politics viz **English, welsh, Scot** and **Irish**.
- II. The English nations grew in wealth and power, its influences over other also increased.
- III. The English **parliament** had taken the power from the **monarchy** in **1668**. It became an instrument in building the nation state of Britain with England at its centre..
- IV. '*United Kingdom of great Britain*' was established through the **Act of union** in **1707** between **England** and **Scotland**.
- V. Scotland eventually got suppressed by the English **politically** and **culturally**.
- VI. Ireland was **forcibly** incorporated into the United **Kingdom** in **1801**.
- VII. A new British Nation emerged with the dominant English culture.

For students on ventilator: (red zone and danger zone)

- 1. three group **English, Welsh Scott** or **Irish**.
- 2. **Parliament** in **1668**.
- 3. **Scotland** merged through **Act of union 1707**.
- 4. And **United Kingdom of great Britain** was created
- 5. **Scotland** merged peacefully.
- 6. **Ireland** merged with **Britain** forcibly in **1801**.

Q9. How did ideas of national unity in the early 19th century Europe allied to the ideology of liberalism? Explain.

Or

explain the concept of liberal nationalism which developed in Europe in the early 19th century.

Ans: the ideas of national unity in early 19th century Europe and light to the ideology of liberalism in the following ways;

A: In political sphere

- I. The ideology of liberalism was an important factor which **promoted** the sense of **nationalism** and the nation state.
- II. The term liberalism has been derived from the **Latin** word *liber* meaning 'free'.
- III. Different people **interpreted** the meaning of liberalism **differently** in their own ways.
- IV. For the new middle classes the ideas of liberalism means the **abolition** of **aristocratic privileges**.
- V. Liberalism is stood for **freedom** for the **individual** and **equality** of all **before the law**.
- VI. Politically, it means the concept of **government by consent**.
- VII. It urges for a **constitution** and **representative government** through parliament.
- VIII. National unity can be maintained by the proper **governance** of the **parliament**.

B: In economic sphere:

- I. Liberalism is in favour of freedom of market.
- II. Liberalism is in favour **abolition** of **state imposed restrictions** on the moment of **goods** and **capital**.

For average students:

- 1. Liberalism derived from liber means 'free'.**

2. It means **abolition of aristocratic privilege.**
3. **it means freedom.**
4. **it means equality before law.**
5. **it means government by consent.**
6. **It urge for constitution.**
7. **It believes in representative government.**
8. **In economic field it believes in freedom of market.**
9. **private property**

For students on ventilator: (in red zone and danger zone)

- I. **end of privileges**
- II. **freedom**
- III. **equality before law**
- IV. **constitution**
- V. **representative government**
- VI. **government by consent**
- VII. **freedom of market**
- VIII. **private property**

Q10. Describe the revolt led by the Silesian weavers against contractors in 1845.

Ans:

- I. Food shortage, wide spread unemployment, burden of feudal dues and high prices were the major factors responsible for the revolt.
- II. **Contactors** used to take **advantage** of the weavers and **workers**.
- III. The **misery** of the worker was **extreme**.
- IV. The contactor **drastically reduced** their **payments**.
- V. **On 4th June 1845 at 2:00 p.m.** a large crowd of weavers emerged from their homes and **marched** in **Paris** up to the house of their contractor demanding **higher wages**.
- VI. They were treated with **scorn** and **threats** alternatively.
- VII. Following this a group of them forced their way into the **house** smashed its **window pane, furniture and porcelain**.
- VIII. Another group broke into the **storehouse** and **plundered**.

IX. The **contactor** fled with his family to the **neighbouring** village he returned after **24** hours.

X. **Army** was called, in the exchange that followed **11 weavers** were shot.

Q11. How did Greek war of independence mobilise National feeling among the educated elite across Europe explain.

Ans: For toppers and average students:

- I. The **growth** of revolutionary Nationalism in Europe sparked off a struggle for independence amongst the **Greeks**.
- II. Greece had been a part of **Ottoman Empire** since the **15th** century.
- III. Greek war of independence started in **1821**.
- IV. **Nationalist** in Greece got **support** from other Greeks who lived in **exile** and also from many West Europeans who had **sympathies** for **ancient Greek culture**.
- V. Poets and artists **lauded** Greece as the **cradle** of **European civilization**.
- VI. The English poet Lord **Byron** organised **funds** and later went to fight in **war** where he died of **fever** in **1824**.
- VII. Finally the treaty of **Constantinople** of **1832** recognised Greece as an independent Nation.

For students on ventilator: (in red zone and danger zone)

1. It was part of Ottoman Empire
2. war started in 1821.
3. Greeks were supported by Europeans
4. English poet Byron organised fund.
5. Treaty of Constantinople in 1832.

Q12. How had the female figures become an Allegory of the nation during 19th century in Europe analyse.

Ans: The female figures as an Allegory of the nation:

For toppers:

- I. Artist in the 18th and 19th century started representating nations in **human forms**.
- II. Nations were then **portrayed** as **female** figures.
- III. The **female** figure was chosen to **personify** the **nation**, it did not stand for any **particular women** in real life.
- IV. It gave the **abstract idea** of the nation a **concrete** form.
- V. Thus the **female figure** became an **allegory** of the **nation**.
- VI. During the French revolution artist used the female allegory to portray ideas such as *Liberty*, *justice* and *the Republic*.
- VII. The attributes of **Liberty** were the **red cap** or the **broken chain** while **justice** was generally a **blindfolded women** carrying a pair of **weighing scales**.
- VIII. In France she was christened *Marianne* a popular Christian name .
- IX. Her characteristics were drawn from those of **liberty** and the **Republic**- the **red cap**, the **tricolor**, the **cockade**.
- X. Similarly *Germania* became the allegory of **German Nation**.
- XI. In visual representations, Germania **wears** a crown of **oak leaves**, as **German oak** stands for **heroism**.

For average students

1. Artist represented **the nation in human form**.
2. Nation were **portrayed** as a **female figure**.
3. **Female** figure was **chosen to represent Nation**.
4. **Female** figure became **allegory of a nation**.
5. **Marianne** became **the allegory of France**.
6. Her characteristic- **red cap, tricolor and cockade**.
7. **Germania** became **the allegory of German**.
8. She wears **crown of oak leaves** stands for **heroism**.

For students on ventilator: (in red zone and danger zone)

- I. **nation in human form**
- II. **nation in female form.**
- III. **female allegory.**
- IV. **Marianne in France.**

V. Germania in German.