

UNIQUE STUDY POINT

By Sumeet Sahu

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Unique Study Point, Amitesh Nagar, Indore, MP | Contact: 8103405051

Class: X	Subject: Social Science (History)	Session: 2025-26
Chapter: 01 - The Rise of Nationalism in Europe	Time: 1½ Hours	Max. Marks: 40

General Instructions:

1. All questions are compulsory.
2. This question paper contains 20 questions divided into five sections A, B, C, D and E.
3. Section A contains 10 MCQs of 1 mark each.
4. Section B contains 4 questions of 2 marks each.
5. Section C contains 3 questions of 3 marks each.
6. Section D contains 1 question of 5 marks.
7. Section E contains 2 Case Study Based questions of 4 marks each.

SECTION A - Multiple Choice Questions (1 mark each)

- Q1.** The Frankfurt Parliament was convened in which year?
- (a) 1845
 - (b) 1848
 - (c) 1850
 - (d) 1871
- Q2.** Who was the chief minister of Sardinia-Piedmont who led the movement to unify Italy?
- (a) Giuseppe Garibaldi
 - (b) Giuseppe Mazzini
 - (c) Count Camillo de Cavour
 - (d) Victor Emmanuel II
- Q3.** The Treaty of Constantinople of 1832 recognized which country as independent?
- (a) Italy
 - (b) Germany
 - (c) Poland
 - (d) Greece
- Q4.** What did the crown of oak leaves represent in Germania?
- (a) Peace
 - (b) Heroism
 - (c) Freedom
 - (d) Unity
- Q5.** Which region was most affected by the series of wars before World War I?

- (a) Western Europe
- (b) The Balkans
- (c) Scandinavia
- (d) British Isles

Q6. The Grimm Brothers collected folk tales to promote which of the following?

- (a) French culture
- (b) German national identity
- (c) British literature
- (d) Italian heritage

Q7. Who was the architect of German unification?

- (a) Kaiser William I
- (b) Friedrich Wilhelm IV
- (c) Otto von Bismarck
- (d) Metternich

Q8. In which year did Victor Emmanuel II proclaim himself as King of united Italy?

- (a) 1848
- (b) 1859
- (c) 1861
- (d) 1870

Q9. The July Revolution of 1830 took place in which country?

- (a) Germany
- (b) Italy
- (c) France
- (d) Belgium

Q10. What was the primary identity of people in Britain before the eighteenth century?

- (a) British
- (b) European
- (c) Ethnic (English, Welsh, Scot, Irish)
- (d) Christian

SECTION B - Short Answer Questions (2 marks each)

Q11. What were the attributes of Germania as portrayed by artists?

Q12. Why were nationalist tensions intense in the Balkans?

Q13. What was Ernst Renan's understanding of a nation?

Q14. Name the secret society founded by Giuseppe Mazzini and state its objective.

SECTION C - Short Answer Questions (3 marks each)

Q15. Explain how the initial enthusiasm for French rule in conquered territories turned into hostility.

Q16. Describe the process of German unification. What role did Prussia play?

Q17. Explain the role of women in nationalist struggles during the nineteenth century.

SECTION D - Long Answer Question (5 marks)

Q18. Discuss the role of culture, including art, poetry, stories and music, in creating nationalist feelings in Europe. Provide examples to support your answer.

SECTION E - Case Study Based Questions (4 marks each)

Q19. Read the source and answer the questions that follow:

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

- (a) When did the English Parliament seize power from the monarchy? (1 mark)
- (b) What was the Act of Union (1707)? (1 mark)
- (c) How did the formation of United Kingdom affect Scotland? (2 marks)

Q20. Read the source and answer the questions that follow:

"In 1845, weavers in Silesia had led a revolt against contractors who supplied them raw material and gave them orders for finished textiles but drastically reduced their payments. A large crowd of weavers emerged from their homes and marched to the mansion of their contractor demanding higher wages."

- (a) Why did the Silesian weavers revolt? (1 mark)
- (b) What did the weavers do when they were treated with scorn? (2 marks)
- (c) What was the outcome of this revolt? (1 mark)

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SECTION A - Answers to MCQs

Ans 1. (b) 1848

Ans 2. (c) Count Camillo de Cavour

Ans 3. (d) Greece

Ans 4. (b) Heroism

Ans 5. (b) The Balkans

Ans 6. (b) German national identity

Ans 7. (c) Otto von Bismarck

Ans 8. (c) 1861

Ans 9. (c) France

Ans 10. (c) Ethnic (English, Welsh, Scot, Irish)

SECTION B - Answers to Short Answer Questions

Ans 11.

Germania was portrayed with the following attributes:

- **Crown of oak leaves:** Representing heroism, as the German oak stands for heroism.
- **Sword:** Symbolizing readiness to fight.
- **Olive branch:** Around the sword, representing willingness to make peace.
- **Black, red and gold tricolour:** The flag of liberal-nationalists of 1848.
- **Broken chains:** Representing freedom from bondage.
- **Rays of the rising sun:** Symbolizing the beginning of a new era.

Ans 12.

Nationalist tensions were intense in the Balkans because:

- The Balkans was a region of geographical and ethnic variation with diverse peoples (Slavs) under Ottoman Empire control.
- The spread of romantic nationalism and disintegration of Ottoman Empire made the region explosive.
- Different Slavic nationalities struggled to define their identity and independence, leading to fierce jealousy among Balkan states.
- Big power rivalry (Russia, Germany, England, Austro-Hungary) complicated matters as each power sought control over the region.

Ans 13.

According to Ernst Renan's essay "What is a Nation?" (1882):

- A nation is not formed by common language, race, religion, or territory alone.
- A nation is the culmination of a long past of endeavors, sacrifice, and devotion.
- To have common glories in the past, a common will in the present, and to have performed great deeds together are essential conditions of being a people.

- A nation's existence is a daily plebiscite and guarantees liberty.

Ans 14.

Secret Society: Giuseppe Mazzini founded **Young Italy** in Marseilles in 1831, and later **Young Europe** in Berne.

Objective: The objective was to spread his ideas and goals for creating a unitary Italian Republic. He believed that God had intended nations to be the natural units of mankind, and Italy needed to be forged into a single unified republic. This unification alone could be the basis of Italian liberty.

SECTION C - Answers to Short Answer Questions

Ans 15.

How initial enthusiasm turned to hostility:

1. **Initial welcome:** In places like Holland, Switzerland, Brussels, Mainz, Milan, and Warsaw, French armies were initially welcomed as harbingers of liberty bringing revolutionary ideals of freedom and equality.
2. **Lack of political freedom:** The new administrative arrangements did not go hand in hand with political freedom. People realized that French rule brought administrative efficiency but not democratic rights.
3. **Oppressive measures:**
 - Increased taxation to fund French armies
 - Censorship of press and speech
 - Forced conscription into French armies to conquer rest of Europe
4. **Conclusion:** These oppressive measures outweighed the advantages of administrative reforms, leading to widespread hostility against French domination. People felt they were being exploited rather than liberated.

Ans 16.

Process of German Unification:

1. Failed liberal initiative (1848):

- Middle-class Germans tried to unite different regions through Frankfurt Parliament.
- This liberal initiative was repressed by monarchy, military, and Junkers (large landowners).

2. Role of Prussia:

- **Leadership:** Prussia took leadership of the unification movement under Chief Minister Otto von Bismarck.
- **Military approach:** Unification was achieved through Prussian army and bureaucracy, not through popular movement.
- **Three wars (1864-1871):** Wars with Austria, Denmark, and France ended in Prussian victory.
- **Final unification:** In January 1871, Prussian King William I was proclaimed German Emperor at Versailles.

3. Character of unified Germany:

- Demonstrated dominance of Prussian state power.
- Prussian measures in currency, banking, legal and judicial systems became model for rest of Germany.

Ans 17.

Role of women in nationalist struggles:

1. Active participation:

- Women formed their own political associations and founded newspapers.
- They took part in political meetings and demonstrations.
- Large numbers of women participated actively in the liberal movement over the years.

2. Denial of political rights:

- Despite active participation, women were denied suffrage rights during elections to the Frankfurt Parliament.

- Women were admitted only as observers in the visitors' gallery when Frankfurt parliament convened.
- The issue of extending political rights to women was controversial within the liberal movement.

3. Struggle for equality:

- Liberal politicians like Carl Welcker believed in traditional gender roles, arguing women should be confined to domestic sphere.
- Feminists like Louise Otto-Peters founded women's journals and political associations, arguing that liberty is indivisible and free men should not tolerate the unfree.
- Throughout 19th and early 20th centuries, women and non-propertied men organized opposition movements demanding equal political rights.

SECTION D - Answer to Long Answer Question

Ans 18.

Role of culture in creating nationalist feelings in Europe:

Introduction: Culture played an important role in creating the idea of the nation. Art, poetry, stories and music helped express and shape nationalist feelings across Europe.

1. Romanticism:

- **Movement characteristics:** Romantic artists and poets criticized glorification of reason and science. They focused on emotions, intuition and mystical feelings.
- **Shared heritage:** Romantics sought to create a sense of shared collective heritage and common cultural past as basis of nation.

2. Folk culture (Example: Germany):

- **Johann Gottfried Herder's contribution:** He claimed true German culture was to be discovered among common people (das volk).
- **Volksgeist:** Folk songs, folk poetry and folk dances popularized the true spirit of the nation.
- **Grimm Brothers:** Jacob and Wilhelm Grimm collected and published folk tales (1812) which they saw as expressions of pure German spirit. They opposed French domination and promoted German language and identity.

3. Language (Example: Poland):

- **Resistance tool:** After Russian occupation, Polish language was forced out of schools. The clergy used Polish for Church gatherings and religious instruction as weapon of national resistance.
- **Symbol of struggle:** Use of Polish became symbol of struggle against Russian dominance. Many priests were jailed or sent to Siberia for refusing to preach in Russian.

4. Music and dance (Example: Poland):

- **Karol Kurpinski:** Celebrated national struggle through operas and music.
- **Folk dances:** Polonaise and mazurka were turned into nationalist symbols.

5. Visual arts (Example: Greece):

- **Eugene Delacroix:** French painter created "The Massacre at Chios" (1824), depicting suffering of Greeks.
- **Impact:** By dramatizing incidents and using vivid colors, artists appealed to emotions and created sympathy for nationalist causes.
- **Poets:** Lord Byron organized funds and fought in Greek war of independence, mobilizing public opinion.

Conclusion: Cultural movements were essential in spreading nationalist messages to large, often illiterate audiences. They helped forge collective identities and mobilized people for nationalist struggles across Europe.

SECTION E - Answers to Case Study Based Questions

Ans 19.

(a) The English Parliament seized power from the monarchy in 1688 at the end of a protracted conflict.

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

(c) Effects on Scotland:

- The British parliament was dominated by English members, reducing Scottish representation and influence.
- Scotland's distinctive culture and political institutions were systematically suppressed.
- Scottish Highlanders were forbidden to speak Gaelic language or wear their national dress.
- Large numbers of Scots were forcibly driven out of their homeland when they attempted to assert independence.

Ans 20.

(a) Silesian weavers revolted because contractors who supplied them raw material and gave orders for finished textiles drastically reduced their payments. The desperate need for jobs was exploited by contractors to reduce prices, causing extreme misery.

(b) When treated with scorn and threats:

- A group of weavers forced their way into the contractor's house and smashed elegant window-panes, furniture, and porcelain.
- Another group broke into the storehouse and plundered supplies of cloth which they tore to shreds.
- They expressed their anger through destruction of property belonging to the contractor who had exploited them.

(c) The contractor fled to a neighboring village but returned 24 hours later with the army. In the violent exchange that followed, eleven weavers were shot dead. The revolt was brutally suppressed by military force.

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