

UNIQUE STUDY POINT

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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. What was the main aim of the revolutionaries of Europe during the years following 1815?

- (a) To strengthen monarchy
- (b) To oppose monarchical forms and fight for liberty
- (c) To support conservative order
- (d) To expand colonial territories

Q2. Belgium broke away from which country during the July Revolution?

- (a) France
- (b) Germany
- (c) United Kingdom of the Netherlands
- (d) Austria

Q3. Who painted "The Massacre at Chios"?

- (a) Frédéric Sorrieu
- (b) Eugene Delacroix
- (c) Philip Veit
- (d) Lorenz Clasen

Q4. Which Polish folk dances became symbols of nationalism?

- (a) Waltz and tango
- (b) Polonaise and mazurka
- (c) Flamenco and salsa
- (d) Ballet and jazz

Q5. What did the tricolour represent in France?

- (a) The royal family
- (b) The church
- (c) The French nation and republic
- (d) The military

Q6. Who led the failed revolt of United Irishmen in 1798?

- (a) Lord Byron
- (b) Giuseppe Garibaldi
- (c) Wolfe Tone
- (d) Otto von Bismarck

Q7. In mid-nineteenth century Italy, how many states was the region divided into?

- (a) Five
- (b) Seven
- (c) Nine
- (d) Eleven

Q8. The Frankfurt Parliament drafted a constitution for German nation to be headed by:

- (a) A republican president
- (b) A monarchy subject to parliament
- (c) An absolute monarch
- (d) A military dictator

Q9. Which region of Italy was ruled by the Bourbon kings of Spain?

- (a) Northern regions
- (b) Central regions
- (c) Southern regions
- (d) Western regions

Q10. What does 'plebiscite' mean?

- (a) A type of government
- (b) A direct vote by people to accept or reject a proposal
- (c) A military strategy
- (d) A cultural movement

SECTION B - Short Answer Questions (2 marks each)

Q11. What were Jacobin clubs? What was their role in spreading revolutionary ideas?

Q12. Why did the Frankfurt Parliament fail to achieve its objectives?

Q13. What was the significance of the year 1848 in European history?

Q14. How did the Napoleonic Code affect women's status in France?

SECTION C - Short Answer Questions (3 marks each)

Q15. Explain how nationalism emerged as a force in Europe during the nineteenth century. What were its main characteristics?

Q16. How did the Habsburg Empire differ from other European states? Why was it difficult to create a sense of unity?

Q17. Describe the economic hardships faced by Europe in the 1830s. How did these lead to popular revolts?

SECTION D - Long Answer Question (5 marks)

Q18. Trace the unification of Italy. Explain the roles of Victor Emmanuel II, Count Cavour, and Giuseppe Garibaldi in this process.

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

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

"While it is easy enough to represent a ruler through a portrait or a statue, how does one go about giving a face to a nation? Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation. Nations were then portrayed as female figures. The female form that was chosen did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form."

- (a) What is meant by personifying a nation? (1 mark)
- (b) Why were nations portrayed as female figures? (1 mark)
- (c) Name the female allegories of France and Germany and describe their attributes. (2 marks)

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

"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 became a narrow creed with limited ends. Nationalist groups became increasingly intolerant of each other and ready to go to war. The major European powers manipulated the nationalist aspirations of subject peoples in Europe to further their own imperialist aims."

- (a) How did nationalism change by the late nineteenth century? (1 mark)
- (b) Why did the Balkans become the most serious source of nationalist tension? (2 marks)
- (c) What was the ultimate consequence of this tension? (1 mark)

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SECTION A - Answers to MCQs

- Ans 1.** (b) To oppose monarchical forms and fight for liberty
- Ans 2.** (c) United Kingdom of the Netherlands
- Ans 3.** (b) Eugene Delacroix
- Ans 4.** (b) Polonaise and mazurka
- Ans 5.** (c) The French nation and republic
- Ans 6.** (c) Wolfe Tone
- Ans 7.** (b) Seven
- Ans 8.** (b) A monarchy subject to parliament
- Ans 9.** (c) Southern regions
- Ans 10.** (b) A direct vote by people to accept or reject a proposal

SECTION B - Answers to Short Answer Questions

Ans 11.

Jacobin clubs: Jacobin clubs were political discussion groups that were set up by students and other members of the educated middle classes in European cities when news of the French Revolution events reached them.

Role in spreading revolutionary ideas:

- Their activities and campaigns prepared the way for French armies in the 1790s.
- They helped spread ideas of liberty, equality and nationalism across Europe.
- They mobilized educated middle classes to support revolutionary and nationalist causes.
- They created networks of like-minded individuals who opposed absolutism and supported democratic reforms.

Ans 12.

Reasons for failure of Frankfurt Parliament:

- **Opposition from monarchy:** When deputies offered the crown to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly.
- **Military opposition:** The aristocracy and military became stronger in their opposition to the parliament.
- **Loss of popular support:** The parliament was dominated by middle classes who resisted demands of workers and artisans, consequently losing their support and eroding the social basis of the parliament.
- **Final outcome:** Troops were called in and the assembly was forced to disband without achieving its goal of German unification under a democratic constitution.

Ans 13.

Significance of 1848:

1848 was a year of great significance as it witnessed widespread revolutions across Europe:

- **Economic crisis:** Food shortages and widespread unemployment brought people to the streets in many

cities.

- **Political change in France:** In France, the revolution led to abdication of Louis Philippe and establishment of a Republic with universal male suffrage and right to work.
- **Liberal revolution:** A revolution led by educated middle classes was underway in many European countries demanding constitutionalism and national unification.
- **Frankfurt Parliament:** In Germany, 831 elected representatives convened the Frankfurt Parliament to draft a constitution for a unified German nation.

Though most of these revolutions were ultimately suppressed, they marked an important stage in the development of nationalism and liberalism in Europe.

Ans 14.

Impact of Napoleonic Code on women:

The Napoleonic Code had negative effects on women's status in France:

- **Reduced status:** It reduced women to the status of a minor, subject to the authority of fathers and husbands.
- **Limited suffrage:** While it granted suffrage rights, these were limited to property-owning men. Women were completely excluded from political rights.
- **Rollback of rights:** The Code went back to limited suffrage after a brief period under Jacobins when all adult males enjoyed voting rights.
- **Legal subordination:** Women lost the limited gains they had made during the Revolution and were legally subordinated to male authority in family and society.

SECTION C - Answers to Short Answer Questions

Ans 15.

Emergence of nationalism in Europe:

How it emerged:

1. **French Revolution's impact:** The French Revolution (1789) was the first clear expression of nationalism. It proclaimed that sovereignty belonged to the people, not the monarch, and introduced measures to create collective identity.
2. **Spread through wars:** Napoleon's armies carried nationalist ideas across Europe in the 1790s and early 1800s.
3. **Reaction to foreign rule:** Initial enthusiasm for French rule turned to hostility, and nationalist sentiments grew as a reaction against French domination.
4. **Liberal middle class:** Educated liberal middle classes combined demands for constitutionalism with national unification.

Main characteristics:

- **Collective identity:** Emphasis on shared culture, history, language and territory.
- **Popular sovereignty:** Belief that people, not monarchs, should constitute the nation.
- **Anti-imperialism:** Opposition to foreign domination and rule by multinational empires.
- **Cultural emphasis:** Use of art, music, literature and language to express national identity.
- **Territorial unity:** Desire to unite people of same nationality in one nation-state.

Ans 16.

Habsburg Empire - Differences and difficulties:

How it differed:

- **Multi-national character:** Unlike emerging nation-states, Habsburg Empire was a patchwork of many different regions and peoples.

- **Geographic diversity:** It included Alpine regions (Tyrol, Austria, Sudetenland), Bohemia with German-speaking aristocracy, Italian-speaking provinces (Lombardy and Venetia), and Hungary where Magyar was spoken.
- **Multiple languages:** In Galicia, aristocracy spoke Polish. Besides three dominant groups, there were Bohemians, Slovaks, Slovenes, Croats, and Roumans.
- **Diverse ethnic groups:** People belonged to different ethnic groups and didn't see themselves as sharing collective identity or common culture.

Difficulty in creating unity:

- **Linguistic barriers:** People often spoke different languages, making communication and shared identity difficult.
- **No common culture:** Different ethnic groups had their own cultural traditions and practices.
- **Weak binding force:** The only tie binding these diverse groups was common allegiance to the emperor, which was not strong enough to create true unity.
- **Competing identities:** People identified more with their ethnic or linguistic groups than with the empire as a whole.

Conclusion: Such differences did not easily promote a sense of political unity, making the Habsburg Empire fundamentally different from the emerging nation-states of Europe.

Ans 17.

Economic hardships in 1830s:

1. Population pressure:

- Enormous increase in population all over Europe in first half of nineteenth century.
- More job seekers than available employment.
- Population from rural areas migrated to cities to live in overcrowded slums.

2. Competition and unemployment:

- Small producers in towns faced stiff competition from cheap machine-made goods imported from England.
- Textile production, carried out in homes and small workshops, was only partly mechanized.
- Many artisans and small producers lost their livelihoods.

3. Peasant distress:

- In regions where aristocracy still enjoyed power, peasants struggled under burden of feudal dues and obligations.
- Bad harvests led to rise in food prices.
- Widespread pauperism in both town and country.

How these led to revolts:

- **Paris (1848):** Food shortages and widespread unemployment brought population out on roads. Barricades were erected and Louis Philippe was forced to flee. A National Assembly proclaimed a Republic.
- **Silesia (1845):** Weavers revolted against contractors who drastically reduced their payments. They marched demanding higher wages and resorted to violence when treated with scorn.
- **Wider impact:** These hardships provided the social base for revolutionary movements in 1848, though these were eventually suppressed by conservative forces.

SECTION D - Answer to Long Answer Question

Ans 18.

Unification of Italy:

Background:

- Italy had a long history of political fragmentation. In mid-nineteenth century, it was divided into seven states.

- Only Sardinia-Piedmont was ruled by an Italian princely house.
- North was under Austrian Habsburgs, centre under Pope, and southern regions under Bourbon kings of Spain.
- Italian language had not acquired common form and had many regional variations.

Early attempts:

- During 1830s, Giuseppe Mazzini sought to put together programme for unitary Italian Republic.
- He formed secret society called Young Italy for disseminating his goals.
- Failure of revolutionary uprisings in 1831 and 1848 meant new approach was needed.

Role of Victor Emmanuel II:

- **Leadership:** King of Sardinia-Piedmont who provided political leadership for unification.
- **Vision:** Saw unified Italy as offering possibility of economic development and political dominance for ruling elites.
- **Support to movement:** In 1854, he supported the unification efforts and backed Garibaldi's military campaigns.
- **Proclamation:** In 1861, Victor Emmanuel II was proclaimed king of united Italy.
- **Final stages:** Continued efforts to incorporate remaining territories, with Venice joining in 1866 and Rome in 1870.

Role of Count Camillo de Cavour:

- **Chief Minister:** Was Chief Minister of Sardinia-Piedmont who led the movement to unify Italian regions.
- **Character:** Neither a revolutionary nor a democrat; was part of wealthy, educated Italian elite who spoke French better than Italian.
- **Diplomatic skill:** Through tactful diplomatic alliance with France, Sardinia-Piedmont succeeded in defeating Austrian forces in 1859.
- **Strategic planning:** His diplomatic and political maneuvering was crucial in creating conditions for Italian unification.
- **Administrative approach:** Brought rational and efficient approach to governance that became model for unified Italy.

Role of Giuseppe Garibaldi:

- **Military leadership:** Led armed volunteers (Red Shirts) in military campaigns for Italian unification.
- **Background:** Came from family engaged in coastal trade, was sailor in merchant navy. Met Mazzini in 1833 and joined Young Italy movement.
- **Early struggles:** Participated in republican uprising in Piedmont (1834) which was suppressed. Lived in exile in South America until 1848.
- **Expedition of the Thousand (1860):** Led famous expedition to South Italy with about 1,000 volunteers initially. Fresh volunteers kept joining until numbers grew to about 30,000.
- **Liberation of South:** Marched into South Italy and Kingdom of Two Sicilies, winning support of local peasants to drive out Spanish rulers.
- **Popular hero:** His military victories and charismatic leadership made him symbol of Italian nationalism.
- **Final efforts:** In 1867, led army of volunteers to Rome to fight Papal States. Though unsuccessful initially (French garrison defeated Red Shirts), Rome finally joined Italy in 1870 when France withdrew troops during war with Prussia.

Process of unification:

1. **1859:** Sardinia-Piedmont, with French support, defeated Austrian forces.
2. **1860:** Garibaldi's Expedition of Thousand liberated South Italy and Kingdom of Two Sicilies.
3. **1861:** Victor Emmanuel II proclaimed king of united Italy.
4. **1866:** Venetia joined unified Italy after Austro-Prussian war.
5. **1870:** Rome, the last remaining territory, was incorporated when French troops withdrew.

Challenges:

- Much of Italian population remained unaware of liberal-nationalist ideology due to high illiteracy.

- Peasant masses who supported Garibaldi had never heard of "Italia".
- Regional and linguistic differences continued to pose challenges to national unity.

Conclusion: The unification of Italy was achieved through combined efforts of diplomatic skill (Cavour), military prowess (Garibaldi), and political leadership (Victor Emmanuel II). It demonstrated that nation-building required both popular mobilization and strategic political leadership.

SECTION E - Answers to Case Study Based Questions

Ans 19.

(a) Personifying a nation means representing a country as if it were a person. Since it is difficult to give a face to an abstract idea like a nation, artists represented nations through human figures, typically female figures, called allegories.

(b) Nations were portrayed as female figures because:

- Artists wanted to give the abstract idea of the nation a concrete, visual form.
- The female figure was an allegory that did not stand for any particular woman but represented the nation symbolically.
- Female figures were already used during French Revolution to personify ideas like Liberty, Justice and the Republic.

(c) Female allegories of France and Germany:

Marianne (France):

- Name was a popular Christian name, underlining idea of a people's nation.
- **Attributes:** Red cap, tricolour flag, cockade (drawn from Liberty and Republic).
- Statues erected in public squares to remind public of national symbol of unity.
- Images marked on coins and stamps.

Germania (Germany):

- Name became allegory of German nation.
- **Attributes:** Crown of oak leaves (German oak stands for heroism), sword (readiness to fight), olive branch (willingness to make peace), black-red-gold tricolour (flag of liberal-nationalists), broken chains (freedom), rays of rising sun (beginning of new era).
- Portrayed as strong, heroic figure representing German national aspirations.

Ans 20.

(a) By the last quarter of nineteenth century, nationalism changed dramatically:

- It no longer retained its idealistic liberal-democratic sentiment of the first half of the century.
- It became a narrow creed with limited ends, focusing more on power and domination.
- Nationalist groups became increasingly intolerant of each other and ready to go to war.
- Conservative regimes began to manipulate nationalism for promoting state power and achieving political domination.

(b) The Balkans became most serious source of nationalist tension because:

- **Complex composition:** It was a region of geographical and ethnic variation comprising many different nationalities (Slavs) including modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.
- **Ottoman decline:** Large part of Balkans was under Ottoman Empire which was disintegrating. As Ottoman Empire weakened, one by one subject nationalities broke away claiming independence based on nationality and history.
- **Internal rivalries:** Balkan states were fiercely jealous of each other, each hoping to gain more territory at expense of others.
- **Big power rivalry:** The region became scene of intense rivalry among European powers (Russia, Germany,

England, Austro-Hungary). Each power was keen on countering hold of other powers and extending its own control over the area for trade, colonies, and military advantage.

- **Explosive combination:** Combination of nationalist aspirations, ethnic conflicts, and great power competition made the Balkans highly volatile.

(c) The ultimate consequence of these nationalist tensions was the outbreak of the First World War. The series of wars in the Balkan region, fueled by nationalist rivalries and great power competition, finally led to World War I. Nationalism, aligned with imperialism, led Europe to disaster in 1914.

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