

**SOCIAL SCIENCE**  
**WORKSHEET\_080523**

**History - Chapter 01 The Rise of Nationalism in Europe**  
**(ANSWERS)**

**SUBJECT: SOCIAL SCIENCE**

**MAX. MARKS : 40**

**CLASS : X**

**DURATION : 1½ hrs**

**General Instructions:**

- (i). All questions are compulsory.
- (ii). This question paper contains **18 questions** divided into five Sections A, B, C, D and E.
- (iii). **Section A** comprises of **8 MCQs** of **1 mark** each. **Section B** comprises of 3 questions of **2 marks** each. **Section C** comprises of 4 questions of **3 marks** each. **Section D** comprises of 2 questions of **5 marks** each and **Section E** comprises of 1 Case Study Based Questions of **4 marks** each.
- (iv). There is no overall choice.
- (v). Use of Calculators is not permitted

**SECTION – A**

**Questions 1 to 8 carry 1 mark each.**

1. Identify the person in the painting from the options given below. He was described as ‘the most dangerous enemy of our social order’.



(a) Metternich  
Ans: (b) Mazzini

(b) Mazzini

(c) Garibaldi

(d) Cavour

2. 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.

**Options:**

- (a) Only (I) and (II) are correct.
  - (b) Only (I), (II) and (III) are correct.
  - (c) Only (II), (III) and (IV) are correct.
  - (d) Only (I), (II) and (IV) are correct.
- Ans: (b) Only (I), (II) and (III) are correct.

3. Which one of the following group of countries collectively defeated Napoleon in 1815?
- (a) Britain, Russia, Prussia and Austria
  - (b) Britain, Russian, Prussia and Australia
  - (c) Britain, Russia, Netherlands and Germany
  - (d) Britain, Luxembourg, Germany and Italy

Ans: (a) Britain, Russia, Prussia and Austria

4. Identify the major aspect that helped in the formation of a Nation-State in Britain.
- (a) In 1688, the monarch of Britain fought War with English Parliament.
  - (b) The Parliament through a bloodless revolution seized power from the monarchy.
  - (c) The British nation was formed as a result of a war with Ireland and Wales.
  - (d) The formation of a Nation-State in Britain was the result of many revolts.

Ans: (b) The Parliament through a bloodless revolution seized power from the monarchy.

5. Following image is the personification of Germany commonly associated with the Romantic Era and the Revolutions of 1848. Identify its name from among the following options.



Options :

- (a) Marianne                      (b) Philip Veit                      (c) Germania                      (d) La Italia

Ans: (c) Germania

6. Which one of the following statements is false regarding 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.

Ans. (b) It was an agreement between England and Ireland.

**In the following questions 7 and 8, a statement of assertion (A) is followed by a statement of Reason (R). Choose the correct answer out of the following choices.**

- (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 and 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

7. **Assertion (A):** Regimes of 1815 did not tolerate criticism and dissent.

**Reason (R):** Monarchs had realised that revolution could be resisted only by granting concessions to liberalnationalist rebels.

Ans. (a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)

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

**Reason (R):** The use of Polish soon came to be a symbol of struggle against Russian dominance.

Ans. (a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)

## **SECTION – B**

**Questions 9 to 11 carry 2 marks each.**

**9.** What was the mission of the French revolutionaries?

Ans. The mission of French revolutionaries as declared by them was to:

(i) liberate European people from the shackles of despotism

(ii) help people to become nations

**10.** How could one discover the true German Culture?

Ans. (i) The true German culture could only be discovered among the common people or the das volk, according to the various romantic philosophers like Johann Gottfried Herder.

(ii) The true spirit of the nation could be discovered through folk songs, poetry and folk dances.

**11.** Mention two features of the Statue of Liberty.

Ans. The Statue of Liberty personifies the fundamental value of liberty and has the following features:

(i) It has a Charter of the Rights of Man in one of her hands underlining the significance of fundamental rights of a citizen.

(ii) She bears the Torch of Enlightenment to imply that liberty would educate and empower everyone.

## **SECTION – C**

**Questions 12 to 15 carry 3 marks each.**

**12.** “Culture played an important role in the development of nationalism in Europe during the eighteenth and nineteenth centuries.” Support the statement with examples.

Ans: Nationalism developed through culture in Europe:

(i) Culture played an important role in creating the idea of the nation, art and poetry, stories and music helped to express and shape nationalist feelings.

(ii) Romanticism, a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticized the glorification of reason and science and focused instead on emotions, intuition and mystical feelings.

(iii) German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people- das volk. It was through folk songs, folk poetry and folk dances that the true spirit of a nation was popularized.

(iv) The emphasis on vernacular language and the collection of local folklore was used to carry the modern nationalist message to large audiences who were mostly illiterates.

(Any three points to be explained)

**13.** “Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism.” Examine the statement.

Ans: The ideas of national unity were closely allied to the ideology of liberalism in Europe during the nineteenth century. This can be asserted by the following statements:

(i) The term liberalism is derived from the Latin word ‘liber’ which means free. Revolutionaries stood for the freedom of individuals and equality of all before the law.

(ii) Liberals began a revolution in 1848. They began many national movements pioneered by the educated middle class to fight for the cause of liberty, freedom and unification for their nation.

(iii) Politically, the idea of liberalism advocated for a constitutional and represented government through Parliament. Hence, the ideologies of liberalism and nationalism were closely allied.

**14.** Explain any three ways by which nationalist feelings were kept alive in Poland in the 18th and 19th centuries?

Ans. Poland was divided and a portion of it was given to Russia after Vienna Peace Settlement. Despite the loss of independence, the nationalist sentiments of its citizens were sustained in following ways:

- (i) They were kept alive using music and local legends, literature and folklores. Polish vernacular language was emphasised upon to carry the message of nationalism to the masses.
- (ii) Karol Kurpinski and other artists turned folk dances, music and operas into symbols of nationalist struggles.
- (iii) Polish was forced out of usage by Russian subjugation. As a revolt, the clergy in Poland began to use Polish language forcefully as weapon of national resistance.

**15. Explain any three beliefs of conservatism that emerged after 1815?**

Ans. Three beliefs of conservatism that emerged after 1815 were:

- (i) Established, traditional institutions of the state and society were to be preserved.
- (ii) It was held that the changes and reforms brought by Napoleon would only strengthen these institutions further. It would make them more effective.
- (iii) A modern army, efficient bureaucracy, dynamic economy and abolition of feudalism and serfdom would make people better subjects and strengthen their reigns.

### **SECTION – D**

**Questions 16 to 17 carry 5 marks.**

**16. How did the Greek War of Independence mobilise nationalist feelings among the educated elite across Europe? Explain.**

Ans. The growth of revolutionary nationalism in Europe motivated the Greeks to start a struggle for independence in 1821.

- (i) Greece had been a part of the Ottoman empire since the fifteenth century.
- (ii) The struggle inspired the educated elite class of Europe and filled them with nationalistic zeal.
- (iii) Literature mobilised public opinion to support struggle against a Muslim empire.
- (iv) Greek citizens who were living in exile supported them, and poets and artists lauded Greece as the cradle of European civilisation.
- (v) As a result, nationalistic sentiments were invoked among the educated elites of Greece like Lord Byron, an English poet, who raised funds and even participated in the war.

**17. Examine the ‘nation state building’ process in Germany after 1848.**

Ans: The process of nation state building in Germany took place in the following manner:

- (i) Nationalist feelings were widespread among middle class Germans who tried to unite the different regions of the German confederation into a nation state governed by an elected parliament.
- (ii) The liberal initiative of nation building was repressed by the combined forces of the monarchy and the military.
- (iii) Prussia took on the leadership of the movement for national unification. Its Chief Minister, Otto Von Bismarck was the architect of this process, which was carried out with the help of the Prussian Army and bureaucracy.
- (iv) Three wars for over seven years ended in Prussian victory and completed the process of unification.
- (v) In January 1871, the Prussian King, William-I, was proclaimed the German emperor in a ceremony held at Versailles.

### **SECTION – E (Case Study Based Questions)**

**Questions 18 carry 4 marks each.**

**18. The first half of the nineteenth century saw an enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment. Population from rural areas migrated to the cities to live in overcrowded slums. Small producers in towns were often faced**

with stiff competition from imports of cheap machine-made goods from England, where industrialisation was more advanced than on the continent. Food shortages and widespread unemployment brought the population of Paris out on the roads.



- (a) Who ruled France during the time mentioned in the source and was forced to flee after unemployment that caused workers to revolt on roads? (1)  
(b) Were people guaranteed rights after they came out on roads to revolt in France during the time mentioned in the source? If yes, name one such right. (1)  
(c) Why were the years referred in the source, of great economic hardship in Europe? (2)

Ans: Ans: (a) King Louis Philippe had to flee when the revolutions started getting more frequent and violent. He ruled France up till 1848.

(b) Yes, they were guaranteed some rights after they revolted due to unemployment and economic hardships. One such right was the right to work.

(c) These years were the years of economic hardship because:

- (i) Population had risen exponentially and job opportunities were less. This created a lot of issues among the population economically.  
(ii) People had no jobs and no means to feed themselves. This caused a lot of economic hardships in Europe. People were miserable and poor.

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