

Short Answer Questions

Q. 1. What changes were introduced after the French Revolution in France?

Ans. A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. Internal custom duties and dues were abolished and a uniform system of weights and measures was adopted.

Q. 2. What was the main aim of the revolutionaries behind the French revolution?

Ans. The revolutionaries declared that it was the mission and the destiny of the French nation to liberate the people of Europe from despotism and to help other people of Europe to become nations.

Q. 3. After becoming the Monarch what changes were introduced by Napoleon?

Ans. Napoleon had, no doubt, 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.

Q. 4. How did Napoleonic trade benefitted the businessmen and small scale producers?

Ans. 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.

Q. 5. How did the local population react to the French Rule?

Ans. Initially, at many places like Holland and Switzerland, the French armies were welcomed. But the initial enthusiasm soon turned to hostility and opposition as it became clear that the new administrative arrangements did not go hand in hand with the political freedom.

Q. 6. What does 'Liberalism' stand for, since the french revolution?

Ans. Since the French Revolution, liberalism has stood for the end of autocracy and clerical privileges. A constitution and representative government through parliament.

Q. 7. How was liberalism adopted in revolutionary France?

Ans. Revolutionary France, marked the first political experiment in liberal democracy. The right to vote and to get elected was granted exclusively to property owning men. Men without property and all women were excluded from the political rights.

Q. 8. What kind of conservative regimes were set up in 1815?

Ans. Conservative regimes did not tolerate criticism and dissent and sought to curb activities that questioned the legitimacy of autocratic government. Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom. They were autocratic in nature.

Q. 9. What was Mazzini's role in the unification of Italy?

Ans. 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 under alliance of nation.

Q. 10. How did Polish use their language as a weapon of national resistance against Russia?

Ans. Polish language was used for church gatherings and all religious instructions. As a result, a large number of priests and bishops were put in jail or sent to Siberia by Russian authorities as punishment for their refusal to preach in Russian. The use of Polish came to be seen as a symbol of the struggle against Russian dominance.

Q. 11. How did women retaliate for their rights in Germany?

Ans. Women formed their own political associations, founded newspapers and took part in political meetings and demonstrations. Despite this, they were denied suffrage rights during the election of the Assembly of Frankfurt Parliament.

Q. 12. How did Prussia out strive in Germany?

Ans. The nation building process in Germany had demonstrated the dominance of Prussian state power. The new state placed a strong emphasis on modernising the currency, banking, legal and judicial systems in Germany.

Q. 13. Describe any three economic hardships faced by Europe in the 1830s.

[CBSE (AI) 2017]

Ans. Economic hardships faced by Europe in the 1830s:

- (i)** Enormous increase in population was seen 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.
- (ii)** Small producers in towns were often faced with stiff competition from imports of cheap machine made goods from England.
- (iii)** In Europe, where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.
- (iv)** The rise of food prices as a result of bad harvest led to wide spread pauperism in town and country.

Q. 14. Explain the concept of liberal nationalism which developed in Europe in early 18th century.

Ans. Liberalism meant different things to different people.

Political liberalism:

It stood for equality before the law.

Revolutionary France marked the first political experiment in liberal democracy in which right to vote and get elected was granted exclusively to property-owning men.

Men without property, and all women were excluded from political rights.

Throughout the 19th and 20th centuries, women and non-propertied men organised opposition movements demanding equal political rights.

Economic liberalism:

It stood for freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.

Customs Union or 'zollverein' was formed in Prussia, joined by most of the German states.

The Union abolished tariff barriers and reduced the number of currencies from over thirty to two.

Q. 15. What do you mean by conservatism? Highlight the main features of the beliefs.

Ans. Conservatism was a political philosophy that stressed the importance of the tradition and preferred gradual development to quick change.

Features of the believers of conservatism:

They believed in established, traditional institutions of state and society.

They believed in a monarchy, the Church, social hierarchies, etc.

They did not propose a return to the society of pre-revolutionary days. Rather, they realised that modernisation could in fact, strengthen the traditional institutions like the monarchy.

Q. 16. Write three features of the painting of Frederic Sorrieu.

Ans. Features:

Men and women walking across the statue of liberty offering homage.

Statue of liberty has a torch of enlightenment and Charter of the Rights of Man.

On the Earth lie the shattered remains of the symbols of absolutist institutions.

Q. 17. How was France responsible in spreading nationalism to other parts of Europe?

Ans. Students and other members of educated middle classes began setting up Jacobin clubs like in France, in European countries.

Their activities and campaigns prepared the way for French armies which moved into Holland, Switzerland, Belgium and much of Italy in the 1790s.

With the outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.

Q. 18. Give a short note on the Habsburg Empire.

Ans. It ruled over Austria-Hungary.

It was a patchwork of many different regions and people.

It included the Alpine regions — the Tyrol, Austria and the Sudetenland — as well as Bohemia, where the aristocracy was predominantly German-speaking.

It also included the Italian-speaking provinces of Lombardy and Venetia.

Q. 19. Which conditions in France depicted their political liberalism?

Ans. The right to vote and to get elected was granted exclusively to property-owning men.

Men without property and all women were excluded from political rights.

The Napoleonic Code went back to limited suffrage and reduced women to the status of a minor, subject to the authority of father and husband.

Q. 20. Explain the role of romanticism in national feeling.

OR

“The development of nationalism did not come about only through wars and territorial expansion. Culture played an important role in creating the idea of the nation.” Elaborate upon the statement. [CBSE Sample Paper-2016]

Ans. Romantic artists and poets created a sense of shared collective heritage, a common cultural past, as the basis of a nation.

It was through folk songs, folk poetry, and folk dances that the true spirit of the nation was popularised.

Emphasis was given on the vernacular language and the collection of folklore, to carry the modern nationalist message to large audiences.

Q. 21. Describe the Silesian weavers' uprising.

Ans. In 1845, weavers in Silesia had led a revolt against contractors who supplied them with raw materials and got finished goods. A crowd of weavers marched in pairs upto the mansion of their contractors, demanding higher wages. They smashed their windowpanes and also plundered the supply of cloth. As a result, the contractor fled away from his house with his family.

Q. 22. What kind of policy was followed by Bismarck? How did he manage to oust Austria from the German federation?

Ans. Bismarck followed the policy of 'Blood and Iron'.

He was the architect of this process, which he carried out with the help of the Prussian army and bureaucracy.

Three wars were fought for over seven years with Austria, Denmark and France, which ended in the victory of Prussia and completed the process of unification.

Q. 23. Why did nationalist tensions emerge in the Balkans?

Ans. A large part of Balkans was under the control of the Ottoman Empire.

Ideas of nationalism in the Balkans with the disintegration of the Ottoman Empire made this region very explosive.

The rebellion nationalities in the Balkans thought of their struggles as attempts to win back their long lost independence.

Q. 24. How was the concept of 'Nationalism' introduced by the French Revolution?

Ans. France 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 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.

Q. 25. What was the political status of Europe before the concept of 'Nation States'?

Ans. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.

Eastern and Central Europe were under autocratic monarchies within the territories of which lived diverse people. They did not see themselves, as sharing a collective identity or a common culture. Often, they even spoke different languages and belonged to different ethnic groups.

Q. 26. Describe any three conditions that led to the formation of the British Nation State. [CBSE Foreign-2017]

Ans. The conditions that led to the formation of the British Nation State were:

(i) The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions. But as the English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands.

(ii) 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.

(iii) The Act of Union (1707) between England and Scotland that 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.

Q. 27. What do you understand by 'Economic liberalism'?

Ans. In the economic sphere, liberalism stood for the freedom of markets and the abolition of state imposed restrictions on the movements of goods and capital.

In German-speaking regions during Napoleon's rule, there were 39 states, each of it possessed its own currency and weights and measures.

A merchant travelling from Hamburg to Nuremberg to sell his goods had to pass through 11 customs barriers and pay a customs duty of about 5 per cent at each one of them.

Q. 28. How did liberal nationalism develop in Europe?

Ans. As conservative regimes tried to consolidate their power. Liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of Ottoman Europe, Ireland and Poland.

These revolutions were led by the liberal nationalists belonging to the educated middle class elite. Among them, there were professors, school-teachers, clerks and members of the commercial middle classes, who all believed in liberal nationalism and wanted to fight for it.

Q. 29. How were the feelings of nationalism kept alive by the people of Poland?

Ans. Poland had been partitioned at the end of the 18th century by the Great Powers—Russia, Prussia and Austria. Even though Poland no longer existed as an independent territory, nationalist feelings were kept alive through music and language. Karol

Kurpinski, celebrated the national struggle through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

Q. 30. What conditions prevailed in 1848 France?

Ans. (i) The year 1848 was the year of food shortages and widespread unemployment. It brought the population of Paris on the roads.

(ii) Barricades were erected and Louis Phillippe was forced to flee.

(iii) A National Assembly proclaimed a Republic, granted suffrage to all adult males above the age of 21 and guaranteed the right to work. National workshops to provide employment were also set up.

Q. 31. Were anti-imperial movements nationalist? Could the anti-imperialists movements be considered as nationalist movements?

Ans. Yes, the anti-imperial movements could be considered as nationalist as it was the struggle to form an independent nation-states and were inspired by a sense of collective national unity, forged in confrontation with imperialism. European ideas of nationalism were nowhere replicated, for people everywhere developed their own specific variety of nationalism. But the idea that societies should be organised into 'nation-states' came to be accepted as natural and universal.

Q. 32. 'Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism'. Support the statement with arguments. [CBSE Sample Paper-2017, CBSE (Comp) 2017]

Ans. Liberalism

Liberalism stood for freedom for the individual and equality of all before the law. Politically, it emphasized the concept of government by consent.

(i) Derived from 'liber' means free

(ii) Stood for freedom for all and equality for all before the law

(iii) Politically –Govt. by consent

(iv) Universal suffrage, right to vote for all

(v) French revolution stood for the end of autocracy and clerical privileges, a constitution and representative govt. through parliament.

(vi) Struggles for equal political rights.

(vii) It stressed on Economically, inviolability of private property.

(viii) Freedom of markets and abolition of state restrictions.

(ix) Any other relevant point

Q. 33. The 1830s were years of great economic hardship in Europe. Explain how?
[CBSE Sample Paper-2016]

OR

“The decade of 1830 had brought great economic hardship in Europe”. Support the statement with arguments. [CBSE (AI) 2016]

OR

What was the status of people in Europe during economic hardships in 1830s?

Ans. (i) There was enormous increase in population all over Europe. In most countries there were more seekers of jobs than employment.

(ii) Population from rural areas migrated to the cities to live in overcrowded slums.

(iii) Small producers in towns were often faced with stiff competition from imports of cheap machine-made goods from England.

(iv) In those regions of Europe where the aristocracy still enjoyed power, peasants struggled under the burden of feudal dues and obligations.

(v) The rise of food prices or a year of bad harvest led to widespread pauperism in town and country

Q. 34. How had the female figures become an allegory of the nation during nineteenth century in Europe? Analyse. [CBSE Delhi 2016]

Ans. The female figures as an allegory of the nation:

(i) Artists found a way out to represent a country in the form of a person.

(ii) Then nations were portrayed as female figures.

(iii) The female figure was chosen to personify the nation. It did not stand for any particular woman 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, artists used the female allegory to portray idea such as Liberty, Justice and the Republic.

Q. 35. “Culture had played an important role in the development of nationalism in Europe during eighteenth and nineteenth centuries.” Support the statement with examples. [CBSE (F) 2016]

Ans. (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) Emotions, intuition and mystical feelings were not focused.

(iii) Their effort was to shared collective heritage, a common cultural past, as the basis of a nation.

(iv) They criticized the glorification of reason and science.

(v) German philosopher Johann Gottfried popularised true spirit of nation through folksongs, folk poetry and folk dance.

Q. 36. 'The idealistic liberal-democratic sentiment of nationalism became a narrow creed with limited ends.' Support the statement in the context of Balkan nationalism in the early 19th century. [CBSE Sample Paper-2017]

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

(i) The disintegration of the ruling Ottoman Empire and the spread of the ideas of romantic nationalism made this area explosive.

(ii) The European subject nationalities started breaking from its control to declare independence.

(iii) The Balkan revolutionaries' acts were directed to gain back the long-lost independence.

(iv) The Balkan States were fiercely jealous of each other and wanted to gain more territory at the expense of the other.

(v) There was intense rivalry among the European powers over trade, colonies, naval might and military might. European powers such as Russia, Germany, England and Austro-Hungary were keen on opposing the hold of other powers over the Balkans for extending their own area of control.

(vi) All these events ultimately triggered the First World War (1914).

Q. 37. Explain the dominance of landed aristocracy in Europe.

Ans. Socially and politically, a landed aristocracy was the dominant class in the continent. The members of this class were united by a common way of life that cut across regional divisions. They owned estates in the countryside and also town-houses. They spoke French for purposes of diplomacy and in high society. Their families were often connected by ties of marriage. This powerful aristocracy was, however, numerically a small group.