CBSE · CLASS 10 · SOCIAL SCIENCE · HISTORY

SOCIAL SCIENCE BEYOND THE DATES

HISTORY CHAPTER 1 · THE RISE OF NATIONALISM IN EUROPE

Don't Memorise Dates. See the Pictures, Follow the Story, Understand the Change.



Frédéric Sorrieu's 1848 print — the dream this whole chapter explains. You will learn to READ it on page 8.

The KalviYogi 8D Way: Discover · Visualise · Understand · Derive · Solve · Apply · Challenge · Recall
REAL period paintings, portraits and maps — each with a READ THE IMAGE guide
Every concept explained in simple English BEFORE any question touches it
Every answer built Step 1, 2, 3 — Introduction, Points, Conclusion

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Next Generation Guide · First Edition

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01 Chapter Introduction

8D • DISCOVER — WHY SHOULD I LEARN THIS?

Open any map of Europe from the year 1800 and you will not find Germany. You will not find Italy either. Instead you will see a patchwork quilt: hundreds of kingdoms, duchies, free cities and two giant empires, ruled by kings and emperors who inherited their thrones the way a family inherits a house. The people living inside those borders did not think of themselves as "Germans" or "Italians". They were subjects of a ruler — not citizens of a nation.

Now open today's map. Germany is there. Italy is there. So are Poland, Greece and many others. **Something huge happened in between** — and that something is this chapter. In roughly one hundred years, an idea called **nationalism** redrew the map of Europe, toppled emperors, unified broken lands, and finally — when it turned narrow and aggressive — pushed Europe into the First World War.

This is why the chapter matters beyond the exam hall: the nation-state, the system almost the whole world lives in today (including India), was invented in these years, in these struggles. When you finish this chapter you will be able to explain *how* an idea in people's minds became borders on a map.

What you will master in this chapter

- What a **nation** and a **nation-state** really are — in Ernst Renan's famous words.
- How the **French Revolution (1789)** and **Napoleon** carried the idea of the nation across Europe.
- **Liberalism** and **conservatism** — the two rival ideas that fought over Europe after 1815.
- How **culture** — language, folktales, music, paintings — built national feeling.
- The step-by-step unification of **Germany** (Bismarck) and **Italy** (Mazzini, Cavour, Garibaldi).
- Why **Britain** became a nation-state in a completely different, gradual way.
- How artists gave the nation a face: **Marianne** and **Germania**.
- Why the **Balkans** became Europe's powder keg, exploding into war in 1914.

PICTURE IT: Imagine your school assembly. Hundreds of students, most of whom have never spoken to each other, stand together for the anthem — and for those two minutes, strangers feel like one people. That feeling, scaled up to millions of strangers who share a language, a history and a hope, is nationalism. This chapter is the story of where that feeling came from.

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Your Chapter Map — 19 Stops, One Journey

This chapter is a journey with 19 stops, plus a Master Timeline and a Map Practice page. Tick each stop as you finish it.

Discover & Visualise	Understand & Derive	Solve, Apply, Recall
☐ 01 Chapter Introduction ☐ 02 Prerequisite Knowledge ☐ 03 Real-Life Story ☐ 04 Visual Concepts — SEE IT (real images)	☐ 05 Foundations ☐ 06 How It Happened (cause → effect) ☐ 08 Multiple Methods ☐ 10 Common Mistakes	☐ 07 Detailed Solved Examples (NCERT) ☐ 09 Activities & Digital ☐ 11 Graded Practice (5 Levels) ☐ 12 Reasoning
☐ 13 Real-Life Applications ☐ 14 Competency (Source-Based)	☐ 15 Challenge Questions ☐ 16 Chapter Mind Map	☐ 17 Pin-Point Flash Cards ☐ 18 Active Recall ☐ 19 Mastery Tracker

How to use this chapter (read this first!)

1. **Explanation first, always.** Section 05 explains every concept in simple English before a single exam question appears. Never jump straight to the questions.
2. **Read every image.** This book uses REAL paintings, portraits and maps from the period. Each carries a READ THE IMAGE box: *What you see* → *What it means* → *Exam link*. CBSE asks image-based questions every year.
3. **Learn the answer structure.** Every long answer here is built as Introduction → Points → Conclusion, one step at a time, with a purple *Why* note showing what each step earns.
4. **Dates are a skeleton, not the body.** Use the Master Timeline to hang events in order — but write your answers with causes and effects, not date lists.
5. Finish with the Mind Map (16), Flash Cards (17), closed-book Recall (18) and Mastery Tracker (19). Return on Day 3, 7, 14, 21 and 30.

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02 Prerequisite Knowledge

THE TOOLS YOU ALREADY OWN — FROM CLASS 9 AND DAILY LIFE

You do not need to be a history expert to master this chapter. You need five simple tools — and you already own most of them.

1. Monarchy vs Republic — who rules?

In a **monarchy**, one person (king/emperor) rules, usually because he was born into the ruling family. In a **republic**, the head of state is chosen by the people or their representatives. In 1789 most of Europe was monarchical; nationalists usually demanded republics or constitutional monarchies. Almost every fight in this chapter is, at bottom, about this one question: *who has the right to rule — a family, or the people?*

2. Empire vs Nation-state

An **empire** (like the Habsburg or Ottoman Empire) holds many different peoples under one ruler, whether they like it or not. A **nation-state** claims to rule one people — one nation — who share an identity and accept the state as *theirs*.

3. The French Revolution in one breath (Class 9 recall)

In 1789 the French people rose against their absolute king. The Revolution declared that **sovereignty lies with the people**, proclaimed the rights of citizens, and spread the battle-cry *Liberty, Equality, Fraternity*. Napoleon then carried these ideas across Europe on the points of his soldiers' bayonets — even while crowning himself Emperor. Keep this one paragraph in mind; Section 05 builds everything on it.

4. How to read a map like a historian

On a historical map, colours are arguments. Ask three questions: *What is divided? What is joined? Who is growing at whose expense?* You will read four real maps this way in this chapter: 1815 Europe, Italy, Germany, the Balkans.

5. How to read a painting like a historian

Old paintings are not photographs; they are **arguments in colour**. Every object in them was placed there on purpose. The skill is to ask: *What do I literally see? What does each object stand for? What is the artist trying to make me feel?* That is exactly the three steps of every READ THE IMAGE box in this book.

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Quick Check — Are You Ready? (5 Questions)

Try all five without looking back. Answers are right below — cover them first!

Q1. In 1800, was there a country called "Germany" on the map of Europe? What existed instead?

Q2. What is the difference between a monarchy and a republic?

Q3. The French Revolution happened in which year, and what was its most explosive idea?

Q4. An empire and a nation-state both rule large territories. What is the key difference between them?

Q5. A painting shows a woman wearing a crown of oak leaves and holding a sword. Is she a real queen? What is she more likely to be?

Answers — check only after trying

Q1. No. There were hundreds of separate German-speaking kingdoms, duchies and free cities (a confederation of 39 states after 1815), plus the Austrian and Prussian powers.

Q2. A monarchy is ruled by a hereditary king/emperor; a republic's head of state is chosen by the people or their representatives.

Q3. 1789. Its explosive idea: sovereignty belongs to the **people** (the nation), not to the king.

Q4. An empire rules many different peoples under one ruler; a nation-state claims to express one people's shared identity and will.

Q5. Almost certainly an **allegory** — a female figure personifying the nation (this one is Germania; the oak crown stands for heroism).

TOPPER TIP: *Got 4 or 5? You are ready. Fewer? Re-read the five cards once — this chapter builds on them on almost every page.*

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03 Real-Life Story

DISCOVER • VISUALISE — THE MUSEUM OF MISSING COUNTRIES

Before any definition, live the chapter. This story hides every big idea of the chapter inside one school trip.

The Class 10 trip to the city museum was supposed to be about old coins. Then ***Meena*** *stopped in front of a huge framed print: hundreds of people in strange old clothes, marching in a long line past a giant statue of a woman holding a torch. Each group carried a different flag. "It looks like a parade of countries," she said. "But the board says 1848. Half these countries didn't even exist then!"*

"That's the point," said their teacher, smiling. "The artist is showing a dream. A world where every people has its own democratic republic. In 1848 that world did not exist. People were about to fight across Europe to try to create it."

In the next hall, ***Kavin*** *found a painting of a stern woman in a crown of oak leaves, holding a sword and a black-red-gold flag. "Which queen is this?" he asked. "No queen at all," said the teacher. "She is* ***Germania*** *— Germany drawn as a woman, because you cannot photograph an idea. The oak leaves mean heroism. The sword means readiness to fight. Artists invented faces for nations, so that ordinary people could love something they could not see."*

Arun *was staring at two maps side by side. On the first, Italy was chopped into seven coloured pieces. On the second, it was one single country. Between the two maps hung three portraits: a dreamy-eyed thinker, a shrewd diplomat with a pen, and a bearded sailor in a red shirt. "Three men," Arun read, "one country. A thinker who imagined it, a diplomat who schemed for it, and a soldier who fought for it."*

On the bus home, Meena was quiet. Then she said: "So a country is not just land. First it has to exist in people's heads — in their songs, their language, their paintings. The map comes later." The teacher nodded. "You have just understood," she said, "the whole chapter."

PICTURE IT: Every painting, portrait and map in that museum is REAL — and every one of them is printed in this chapter, in Section 04, with a guide to reading it. The museum is this book.

The Story, Decoded — Where Each Idea Lives in This Chapter

In the story	The history it is hiding
The parade of nations that did not yet exist	Sorrieu's 1848 print — the utopian dream of democratic republics — Section 04, Foundations 5.1
"A world people were about to fight for"	The revolutions of 1830 and 1848 — Foundations 5.9 to 5.13
Germania, the woman who is not a queen	Allegory — visualising the nation — Foundations 5.19
Italy in seven pieces, then one country	The unification of Italy, 1859–1870 — Foundations 5.16, 5.17
The thinker, the diplomat, the soldier	Mazzini, Cavour and Garibaldi — Foundations 5.8, 5.16, 5.17
"First in people's heads, the map comes later"	Culture and national feeling — Foundations 5.10, 5.11

REAL-LIFE ANALOGY — THE WHOLE CHAPTER — A NATION AS A FAMILY FEELING AMONG STRANGERS

The analogy: Think of a family photograph. The people in it may live in different cities and rarely meet, yet they feel they belong together — they share memories, names, stories and a sense of 'us'.

How it maps: A nation works the same way, at giant scale: millions of people who will never meet feel they are one 'us' because they share a language, stories of a common past, songs, symbols and the will to live together. Renan called this shared will a 'daily plebiscite' — the nation exists because its people keep choosing it, every day.

Where the analogy stops: A real family is bound by birth and cannot be chosen; a nation must be *made and remade* — through schools, songs, flags, struggles and memories. That is why this chapter spends so much time on culture and images: they are the glue.

TOPPER TIP: *As you read each section, ask: where was this in the museum story? If you can answer, you have understood — not memorised.*

04 Visual Concepts — See It First

VISUALISE — REAL PAINTINGS, PORTRAITS AND MAPS FROM THE PERIOD

History is usually taught as words. But the nineteenth century argued in **pictures** — most people could not read, yet everyone could read an image. This section puts the real evidence in front of your eyes. Study each image slowly, then use its READ THE IMAGE box: **What you see → What it means → Exam link**.

Image 1 — The dream that opens the chapter



NCERT Fig. 1 — 'The Dream of Worldwide Democratic and Social Republics – The Pact Between Nations', print by Frédéric Sorrieu, 1848. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: A long procession of men and women of all ages and classes marches past a towering female statue of Liberty, who holds a torch in one hand and the Charter of the Rights of Man in the other. Each group carries its own flag and wears its national dress. In the foreground lie broken crowns and shattered symbols of royal power; above, Christ, saints and angels look down in blessing.

What it means: The procession is Sorrieu's **utopian** (ideal, imagined) world: every people a free, democratic republic, living in fraternity. The United States and Switzerland lead because they were already nation-states; France follows; the Germans carry the black-red-gold flag of a nation that did not yet exist — pure hope in cloth form.

Exam link: NCERT's very first Activity asks: 'In what way does this print depict a utopian vision?' Sorrieu MCQs recur in board papers — who leads the procession, what lies shattered in the foreground.

PIN POINT: Sorrieu made FOUR prints in 1848; only the first — this one — is in your textbook.

Image 2 — The map the conservatives drew: Europe after Vienna, 1815



Europe after the Congress of Vienna, 1815 (NCERT Fig. 3 is a period version of this map). Study map — borders as settled by the Treaty of Vienna. (Base map: Wikimedia Commons)

READ THE IMAGE

What you see: France is back inside roughly its old borders, ringed by strengthened neighbours. The Netherlands (with Belgium) sits to its north. Italy is again a scatter of states, its north under Austrian influence. The German lands form a loose confederation of 39 states. Poland is divided — its largest part under Russia. Austria, Prussia, Russia and Britain dominate the continent.

What it means: The map is the **conservative order made visible**: the victorious powers tried to restore the old monarchies and build a fence around France so revolution could never escape again. Notice what the map-makers ignored completely — the wishes of the peoples being handed from ruler to ruler, like furniture. That insult is the fuel of the next fifty years of revolutions.

Exam link: NCERT's Activity asks you to plot the Vienna changes on a map. Board map questions and 3-markers ask: 'Analyse the main provisions of the Treaty of Vienna of 1815' — every provision is visible on this map.

PIN POINT: Vienna rule of thumb: restore kings, reward the victors, ring France, ignore nations. Four moves — one map.

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Image 3 — Germania: a nation given a woman's face



NCERT Fig. 17 — Germania, by Philipp Veit, 1848. Painted on a cotton banner to hang in the Church of St Paul, Frankfurt, where the German parliament met. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: A powerful woman stands holding a sword and the black-red-gold flag. She wears a crown of oak leaves and a breastplate bearing an eagle. At her feet lies a broken chain. Behind her, the rays of a rising sun spread across the sky. An olive branch is wrapped around her sword.

What it means: Every object is a word in a sentence (NCERT Box 3): **broken chains** = being freed; **breastplate with eagle** = the strength of the German empire-to-be; **crown of oak leaves** = heroism; **sword** = readiness to fight; **olive branch around the sword** = willingness to make peace; **black-red-gold** = the flag of the liberal-nationalists of 1848; **rays of the rising sun** = the beginning of a new era.

Exam link: This is the single most asked image in the chapter: CBSE 2024 asked which allegory wears the crown of oak leaves (answer: Germania), and NCERT's Activity asks you to identify Veit's Germania's attributes using Box 3. Learn the seven symbols as a set.

PIN POINT: In Veit's earlier version of 1836, an emperor's crown stood where the broken chain now lies. The change tells the story: by 1848 Germania no longer waits for a Kaiser — she has broken her chains herself.

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Image 4 — Liberty herself: the face behind Marianne



Liberty Leading the People, by Eugène Delacroix, 1830 — painted for the July Revolution in Paris. The female figure of Liberty, carrying the tricolour, became the model for Marianne, France's national allegory. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: A bare-breasted woman strides over a barricade of fallen fighters, holding the red-white-blue tricolour high in one hand and a bayoneted musket in the other. Around her are citizens of every class — a boy with pistols, a gentleman in a top hat with a rifle, workers and soldiers — all following her forward.

What it means: Liberty is not shown as a queen or a goddess in a temple, but as a woman of the people *in the middle of the fight*. The message: freedom is not gifted by kings; ordinary people win it together, and the nation is theirs. French artists had personified Liberty as a woman since 1789 — and from her features (red cap, tricolour, cockade) they later built **Marianne**, the allegory of the French nation, stamped on coins and stamps and placed in every town square.

Exam link: NCERT Exercise Q3 asks exactly this: 'Who were Marianne and Germania? What was the importance of the way they were portrayed?' This painting shows you where Marianne's face came from.

PIN POINT: Marianne = a popular Christian name chosen deliberately: she is the *people's* nation, not the king's France.

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Image 5 — Why Europe wept for Greece: The Massacre at Chios



NCERT Fig. 8 — The Massacre at Chios, by Eugène Delacroix, 1824. A huge canvas (about 4.2 m × 3.5 m) showing Greek suffering under Ottoman rule. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: Greek families huddle in despair on a shore — an old woman stares blankly, a mother lies dead beside her baby, prisoners are dragged away — while an Ottoman horseman looms over them. The colours are vivid, the suffering is pushed right up against the viewer's face; nothing is distant or polite.

What it means: Delacroix was a **Romantic** painter: he did not want your brain to analyse, he wanted your *heart* to break. In 1822 Ottoman forces killed thousands of Greeks on the island of Chios (NCERT records 20,000 said to have been killed). Paintings like this turned the Greek struggle into a European emotion — poets like Lord Byron raised money and went to fight, and public opinion forced governments to support Greek independence.

Exam link: NCERT's caption question and board questions ask how culture and art mobilised support for Greece. Remember the chain: **painting → sympathy → public opinion → support for independence (1832)**.

PIN POINT: Romanticism in one line: reason convinces the mind, but emotion moves nations. Delacroix painted for the heart on purpose.

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Image 6 — 831 men in a church: The Frankfurt Parliament, 1848



The Frankfurt Parliament in session inside the Church of St Paul, Frankfurt, 1848 (NCERT Fig. 10 is a contemporary colour print of this scene). Germania's banner hung from the ceiling; women could watch only from the visitors' gallery. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: Rows and rows of elected deputies fill a great church hall, arranged in a semicircle around a central chair. High above them hangs a huge banner painted with Germania. In the upper gallery, separated from the floor, sit women — present, watching, but not voting, not speaking.

What it means: On 18 May 1848, 831 elected representatives from all the German states processed into this church to write a constitution for a united Germany. It was the liberal middle class's greatest moment — professors, lawyers, businessmen trying to build a nation with speeches and votes instead of swords. And its limits are visible in the same picture: the women who had marched and organised for the movement are up in the gallery, as spectators.

Exam link: The parliament failed — the King of Prussia refused its crown, and troops disbanded it. NCERT's Activity asks you to imagine this scene as a man in the hall and as a woman in the gallery. That double viewpoint is a favourite source-based question.

PIN POINT: St Paul's Church was chosen because no hall in Frankfurt was big enough — a parliament in a church is itself a symbol of 1848's improvised hope.

Image 7 — Reading a unification map: Italy, 1859–1870



The Unification of Italy (historical atlas map, Shepherd). Each colour and date shows the year a region joined — read the dates in order and the whole process unfolds. (Wikimedia Commons, public domain)

READ THE IMAGE

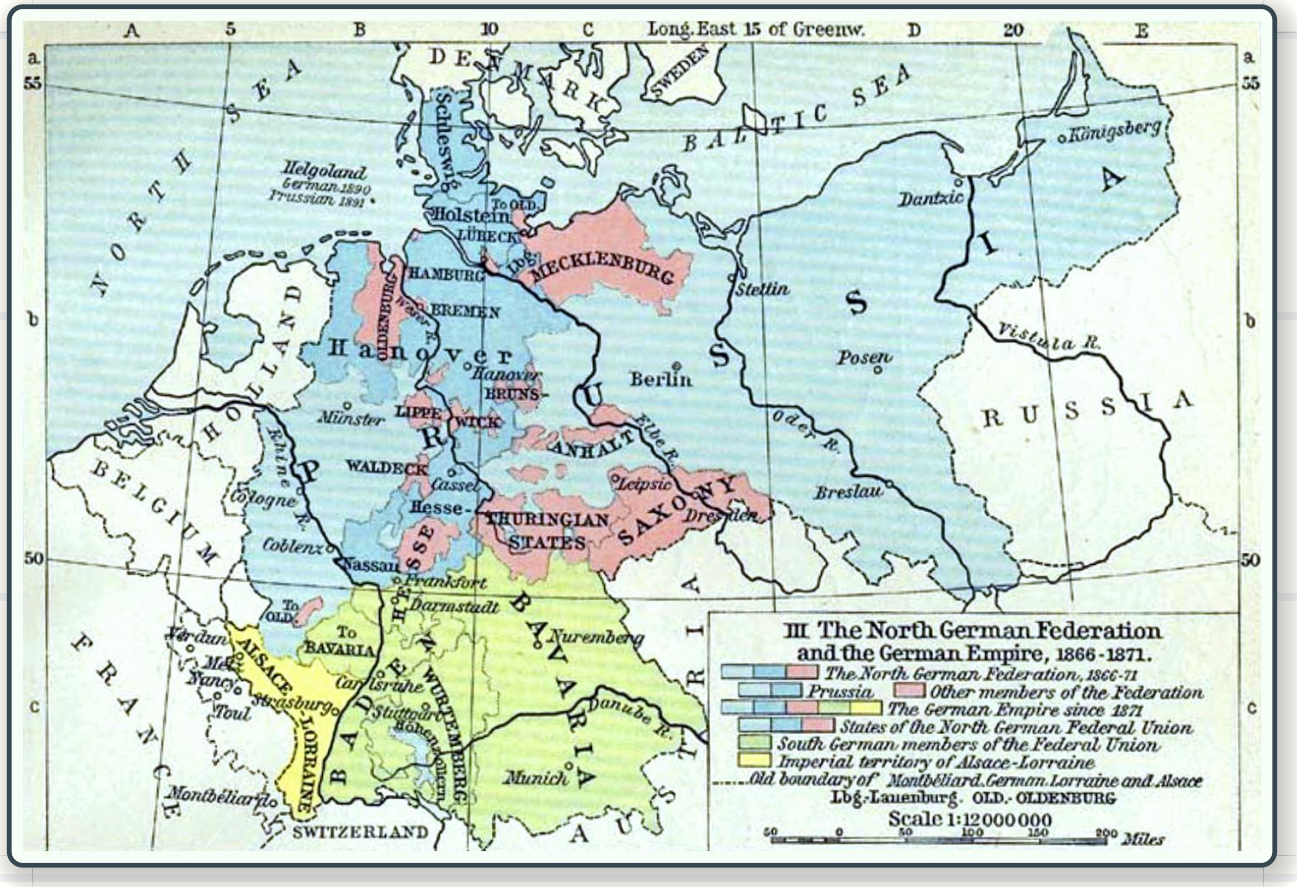
What you see: In the north-west, Sardinia-Piedmont is the starting block. Lombardy joins in 1859; the central duchies (Parma, Modena, Tuscany) and most of the Papal States in 1860; the southern Kingdom of the Two Sicilies in 1860; Venetia in 1866; Rome and the last Papal territory in 1870.

What it means: A unification map is a **story told in dates**. Read it as NCERT's Activity demands: the first region at the start of the process was Sardinia-Piedmont itself (the base, not a joiner); Venetia (1866) and finally Rome (1870) were the last to join; the largest number of states joined in 1860 — the year of Garibaldi's southern expedition and the central-Italian plebiscites.

Exam link: CBSE 2025 (Set 32/1/1, Q1) asked precisely: 'Which region became a part of unified Italy in 1866?' Answer: Venetia. Map-reading is not decoration — it is marks.

PIN POINT: Italy memory hook: 1859 north (Lombardy) → 1860 centre + south → 1866 Venetia → 1870 Rome. Four steps, one boot filled.

Image 8 — Reading a unification map: Germany, 1866–1871



The North German Confederation and the German Empire, 1866–1871 (historical atlas map, Shepherd). Prussia's growth in three wars is visible at a glance. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: Prussia stretches across the north in two blocks, east and west. The states swallowed after the 1866 war with Austria (Hanover, Hesse, Nassau, Frankfurt, Schleswig-Holstein) fill the gap between them. South of the river Main, Baden, Württemberg and Bavaria still stand apart — they join only in 1871. Alsace-Lorraine, taken from France, appears at the south-west edge.

What it means: The map exposes Bismarck's method: **isolate one enemy, win one war, absorb, repeat**. Denmark (1864) gave Schleswig-Holstein; Austria (1866) was pushed out of German affairs and its allies annexed; France (1870–71) united even the proud southern states behind Prussia. Austria is deliberately left *outside* the new Germany — this is a Prussian Germany, not a greater Germany.

Exam link: NCERT Exercise Q4: 'Briefly trace the process of German unification' — this map IS the answer's skeleton: 1864, 1866, 1870–71, then 18 January 1871.

PIN POINT: Compare the two unification maps: Italy grew around Sardinia-Piedmont; Germany grew around Prussia. In both, ONE strong state did the absorbing.

Image 9 — The moment it worked: The German Empire proclaimed, 1871



NCERT Fig. 11 — The Proclamation of the German Empire in the Hall of Mirrors, Versailles, 18 January 1871, by Anton von Werner. Bismarck stands in white at the centre; Kaiser Wilhelm I on the steps. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: In a glittering palace hall, princes and generals in splendid uniforms crowd around a raised platform. On the steps stands the new Kaiser, Wilhelm I. Below him, in a plain white uniform among the gold and scarlet, stands Bismarck — the civilian architect placed deliberately at the visual centre of a military scene.

What it means: Notice WHERE this happens: not in Berlin, but in the palace of the defeated French king, at Versailles, while Paris was still under siege. The painting announces that Germany was made by **the army and the princes, from above** — the exact opposite of the Frankfurt parliament's attempt from below in 1848. Von Werner presented this monumental canvas to Bismarck on his 70th birthday in 1885: art still serving the nation fourteen years on.

Exam link: Questions ask: 'Where and when was the German Empire proclaimed, and who was proclaimed Kaiser?' — and, in source sets, what this image tells us about how unification was achieved (army + monarchy, not parliament).

PIN POINT: 18 January 1871, Hall of Mirrors, Versailles: Wilhelm I proclaimed Kaiser. The bitter cold morning NCERT describes is hidden by the painting's golden light — artists polish reality.

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Image 10 — When nationalism puts on an empire's crown, 1886



NCERT Fig. 20 — 'Imperial Federation — Map of the World showing the extent of the British Empire in 1886'. Britannia sits enthroned upon the globe, ringed by the peoples and products of her colonies. (Wikimedia Commons, public domain)

READ THE IMAGE

What you see: At the centre, Britannia — the female allegory of Britain — sits triumphantly on top of the world itself, one foot on the globe, surrounded by angels carrying a banner of freedom and by figures representing the colonies: soldiers, sailors, and peoples shown as exotic and primitive, with tigers, elephants and forests.

What it means: The picture's honesty is accidental: it admits that by 1886 British national pride *fed on* ruling others. The colonies are drawn as possessions to display, not peoples with their own national dreams. This is the chapter's final turn: nationalism, which began as 'let every people rule itself', became for the great powers 'our nation must rule others' — imperialism. In the Balkans, those two ideas collided and produced 1914.

Exam link: The NCERT caption asks what this map celebrates and what it reveals. It pairs perfectly with Discuss Q5 and the 5-mark question: 'How did nationalism, aligned with imperialism, lead Europe to disaster in 1914?'

PIN POINT: Freedom's banner at the top, domination at the centre — the contradiction inside this one image is the contradiction of late nationalism itself.

05 Foundations

UNDERSTAND — EVERY CONCEPT EXPLAINED BEFORE ANY QUESTION

S.1 The two words this whole chapter stands on: NATION and NATION-STATE

Start with a puzzle. A **state** is easy to point at: it has borders, a government, an army. But a **nation**? You cannot touch it. A nation is a **community of people who feel they belong together** — who believe they share a past, a culture, often a language, and a common future. The feeling is the fact.

A **nation-state** is what you get when that feeling wins political power: a state in which the great majority of citizens share this sense of common identity, and accept the state as *the expression of their nation*. Here is the part students miss: NCERT stresses that this commonness "did not exist from time immemorial". It was **forged** — made, deliberately, through struggles, leaders, songs, schools and wars. Nations are built. This chapter is the building manual.

The French philosopher **Ernst Renan** gave the most famous definition in his 1882 lecture 'What is a Nation?' (NCERT Source A). Read his words slowly — examiners love them:

> **NCERT SOURCE A — ERNST RENAN, 'WHAT IS A NATION?' (1882)**
> *'A nation is the culmination of a long past of endeavours, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more — these are the essential conditions of being a people. A nation is therefore a large-scale solidarity ... Its existence is a daily plebiscite ... The existence of nations is a good thing, a necessity even. Their existence is a guarantee of liberty, which would be lost if the world had only one law and only one master.'*

Unpack it: Renan rejects the idea that a nation is made by race, language, religion or territory alone. For him a nation = **shared memories of sacrifice + a shared will to continue together**. 'Daily plebiscite' means the nation survives only because its people keep voting for it with their loyalty, every single day. (A **plebiscite** is a direct vote by all the people of a region on a proposal.)

PIN POINT: Renan's formula: common glories in the past + common will in the present = a nation. Neither blood nor borders alone can substitute.

5.2 The French Revolution — the first clear expression of nationalism (1789)

In 1789 France was a full-fledged territorial state ruled by an **absolute monarch**. The Revolution changed the answer to one question: *to whom does France belong?* Before: the king. After: **the people**. Sovereignty was transferred from the monarchy to a body of French citizens, who would henceforth "constitute the nation and shape its destiny".

But feelings do not spread by proclamation. So the revolutionaries deliberately manufactured a collective identity — and their toolkit is a guaranteed exam answer:

- **New ideas:** *la patrie* (the fatherland) and *le citoyen* (the citizen) — one united community enjoying equal rights under a constitution.
- **New symbol:** the **tricolour** flag replaced the royal standard.
- **New institution:** the Estates General, elected by active citizens, was renamed the **National Assembly**.
- **New rituals:** new hymns composed, oaths taken, martyrs commemorated — all in the name of the nation.
- **Uniform administration:** a centralised system framed uniform laws for all citizens.
- **Uniform measures:** internal customs duties abolished; one system of weights and measures adopted.
- **One language:** regional dialects discouraged; French, as spoken in Paris, became the national language.

Because the revolutionaries believed France's mission was to liberate all Europe from despotism, **so** French armies marched abroad in the 1790s — into Holland, Belgium, Switzerland and much of Italy. **Therefore** nationalism itself became an export: students and educated middle classes across Europe set up **Jacobin clubs** to prepare the ground. The idea had learned to travel.

REAL-LIFE ANALOGY — COLLECTIVE IDENTITY — A SCHOOL BECOMING A TEAM

The analogy: At the start of the year a class is just thirty names on a register. Then come a house name, a jersey, a song, shared victories and defeats, an annual day — and by December the same thirty students feel like one team.

How it maps: France in 1789 was the register; the revolutionaries supplied the jersey (tricolour), the song (hymns), the shared rules (uniform laws) and the common language — the identity-making kit of a nation.

Where the analogy stops: A school team is small and face-to-face; a nation must bind millions of strangers who never meet. That is why nations need print, schools and symbols far more than a class does.

5.3 Napoleon and the Civil Code of 1804 — the revolution, organised

Napoleon destroyed democracy in France and crowned himself Emperor — yet he spread revolutionary principles further than the revolutionaries ever did. His instrument was the **Civil Code of 1804**, the **Napoleonic Code**:

- It **abolished all privileges based on birth**.
- It established **equality before the law**.
- It **secured the right to property**.

Wherever his armies went — the Dutch Republic, Switzerland, Italy, Germany — Napoleon simplified administrative divisions, abolished feudalism, freed peasants from serfdom and manorial dues, removed guild restrictions in towns, and improved transport and communications. Peasants, artisans, workers and businessmen tasted uniform laws, standard weights and measures, and a common currency — and discovered how convenient a unified territory could be.

But the welcome curdled. Because political freedom did not accompany the reforms, **so** increased taxation, censorship and forced conscription into French armies began to outweigh the benefits. **Therefore** peoples who had greeted the French as liberators started resisting them *as nations* — Napoleon had taught his enemies nationalism by ruling them as foreigners. NCERT's print of the Tree of Liberty at Zweibrücken, where French soldiers oppress the very people they claim to free, captures the turn perfectly.

PIN POINT: Exam trap: the Civil Code is dated 1804, the Revolution 1789. Napoleon = administrator of revolutionary principles, destroyer of French democracy. Both halves earn marks.

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5.4 Who carried the idea? The aristocracy and the new middle class

To see why nationalism found carriers when it did, look at European society around 1800. At the top sat a **landed aristocracy** — the dominant class politically and socially. Curiously, aristocrats were almost an international club: they owned estates and town houses, spoke French in high society and diplomacy, and married across borders. Their loyalty ran to their class and their king, not to any 'nation'. Below them, the vast majority were **peasants** — small owners and tenants in the west; serfs on vast estates in central and eastern Europe.

Then industry changed the cast. Industrialisation (begun in England in the later 1700s, reaching France and the German states in the 1800s) grew towns and created **new social groups**: a working class, and crucially the **middle classes** — industrialists, businessmen, professionals, teachers, clerks. In central and eastern Europe these groups were still small in number.

Because aristocratic privilege blocked their advancement, **so** it was among the **educated, liberal middle classes** that ideas of national unity and the abolition of aristocratic privileges first became popular. Nationalism's first army was not soldiers — it was schoolteachers, professors, lawyers and merchants with newspapers. Remember this cast list; the revolutions of 1830 and 1848 are these people stepping onto the stage.

Meanwhile, the map itself blocked the idea

In the mid-1700s there were **no nation-states**. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons. The Habsburg Empire ruling Austria-Hungary was a patchwork: German-speaking aristocrats in Bohemia, Italian-speaking Lombardy and Venetia, Magyars and a dozen dialects in Hungary, Poles in Galicia, plus Bohemians, Slovaks, Slovenes, Croats and Roumans. The only tie binding them was loyalty to one emperor. Difference everywhere; unity nowhere — until an idea supplied it.

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5.5 Liberal nationalism — the political meaning

Liberalism comes from the Latin *liber* — free. For the new middle classes it stood, politically, for:

- **Freedom for the individual** and **equality of all before the law**.
- **Government by consent** — the end of autocracy and clerical privileges.
- A **constitution** and **representative government through parliament**.
- The **inviolability of private property**.

Ideas of national unity in early nineteenth-century Europe were closely allied to this ideology: a nation of free, equal citizens governing themselves. That is why NCERT calls the 1848 movement 'liberal nationalism'.

But read the fine print — examiners ask about it. Equality before the law did **not** mean universal **suffrage** (the right to vote). In revolutionary France, voting and election were restricted to **property-owning men**. Only briefly, under the Jacobins, did all adult males vote. The Napoleonic Code reduced women to the status of minors, subject to fathers and husbands. **Therefore**, throughout the 1800s and early 1900s, women and property-less men had to organise their own movements demanding the political rights liberalism had promised but not delivered. Section 5.14 shows this fight inside the nationalist movement itself.

PIN POINT: Liberalism's promise vs practice: freedom and equality — but the vote only for men with property. That gap is a question, not a footnote.

5.6 Liberal nationalism — the economic meaning, and the Zollverein

In the economic sphere, liberalism stood for **freedom of markets** and the abolition of state-imposed restrictions on the movement of goods and capital. To feel why, travel with NCERT's merchant in 1833, carrying cloth from Hamburg to Nuremberg:

The merchant's nightmare, 1833

Napoleon's reforms had bundled the German lands into a confederation of **39 states** — each with its own currency, weights and measures. Our merchant crossed **11 customs barriers**, paying about **5% duty at each**. Duties were charged by weight or measure — and measures changed at every border! The cloth measure, the *elle*, was 54.7 cm in Frankfurt, 55.1 cm in Mainz, 65.6 cm in Nuremberg and 53.5 cm in Freiburg.

Because such conditions strangled trade, **so** in **1834** Prussia took the initiative and formed the **Zollverein** — a customs union joined by most German states. It **abolished tariff barriers** between members and **reduced the number of currencies from over thirty to two**. **Therefore** a wave of *economic nationalism* strengthened political nationalist feeling: businessmen now had a daily, money-in-the-pocket reason to want one Germany.

NCERT SOURCE B — FRIEDRICH LIST, PROFESSOR OF ECONOMICS, TÜBINGEN (1834)

'The aim of the zollverein is to bind the Germans economically into a nation. It will strengthen the nation materially as much by protecting its interests externally as by stimulating its internal productivity. It ought to awaken and raise national sentiment through a fusion of individual and provincial interests. The German people have realised that a free economic system is the only means to engender national feeling.'

REAL-LIFE ANALOGY — THE ZOLLVEREIN — REMOVING TOLL BOOTHS BETWEEN TOWNS

The analogy: Imagine driving from your town to the next city and stopping at eleven toll booths, paying in a different coin at each, while the very length of a 'metre' of road changed at every booth. Trade would crawl. Now imagine all eleven booths demolished in one agreement — lorries, money and people suddenly flow.

How it maps: The Zollverein did exactly this for the German states: one economic territory, no internal tariffs, two currencies instead of thirty-plus. Trade flowed, railways followed, and traders began to feel 'German' in their ledgers before politicians united Germany on paper.

Where the analogy stops: The analogy stops at politics: removing toll booths creates a common market, not automatically a common state. Germany still needed 1848's failed parliament and Bismarck's wars. Economics prepared the nation; it did not proclaim it.

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5.7 1815: Conservatism strikes back — the Treaty of Vienna

Napoleon fell in 1815, and the victorious governments were driven by **conservatism** — the belief that established institutions (monarchy, Church, social hierarchies, property, family) should be preserved, with gradual change preferred to quick change. The cleverer conservatives had learned something, though: modernisation — a modern army, efficient bureaucracy, dynamic economy, abolition of feudalism — could actually *strengthen* monarchy. They wanted Napoleon's efficiency without his revolution.

In 1815 the powers that had defeated Napoleon — **Britain, Russia, Prussia and Austria** — met at Vienna, hosted by the Austrian Chancellor **Duke Metternich**, and drew up the **Treaty of Vienna**. Its object: undo most of the changes of the Napoleonic wars. Its main provisions:

- The **Bourbon dynasty**, deposed in the Revolution, was **restored** in France; France lost the territories Napoleon had annexed.
- To prevent future French expansion, a **ring of states** was built on France's borders: the **Kingdom of the Netherlands** (including Belgium) in the north; **Genoa added to Piedmont** in the south.
- **Prussia** received important new territories on its western frontiers (and part of Saxony in the east).
- **Austria** was given control of northern Italy.
- **Russia** received part of Poland.
- The **German confederation of 39 states** set up by Napoleon was **left untouched**.

Because the restored regimes were autocratic, **so** they censored newspapers, books, plays and songs, and crushed dissent. **Therefore** freedom of the press became a banner issue for the liberal-nationalists — NCERT's caricature *The Club of Thinkers* (c. 1820), where learned men are issued muzzles at the door, is the era's bitter joke about itself. Yet the memory of the French Revolution kept inspiring liberals. The settlement of 1815 had frozen the map; it could not freeze ideas.

PIN POINT: Treaty of Vienna, 1815: hosted by Metternich. Restore monarchies + contain France + reward victors. Belgium with the Netherlands, Genoa to Piedmont — the two details examiners fish for.

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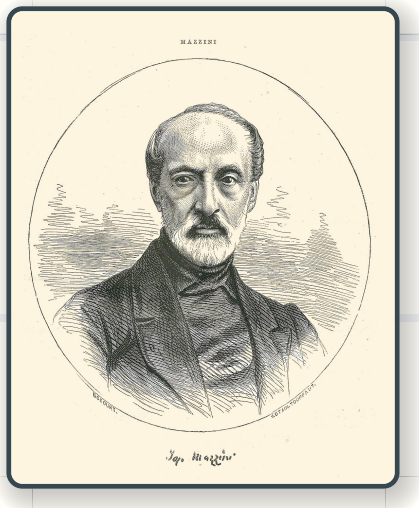
5.8 The revolutionaries — Mazzini and the secret societies



Giuseppe Mazzini (1805–1872), the Italian revolutionary from Genoa. Portrait engraving, Wikimedia Commons (public domain)

Repression drove liberal-nationalists **underground**. Across Europe, secret societies sprang up to train revolutionaries and spread their ideas. To be a revolutionary now meant opposing the monarchies restored in 1815 and fighting for liberty — and most revolutionaries saw **creating nation-states** as a necessary part of that struggle.

The emblematic figure is **Giuseppe Mazzini**. Born in **Genoa in 1805**, he joined the secret society of the **Carbonari**. At just 26, in **1831**, he was exiled for attempting a revolution in Liguria. In exile he founded two more underground societies: **Young Italy** in Marseilles, and **Young Europe** in Berne — whose members were like-minded young men from Poland, France, Italy and the German states.

Mazzini's belief was almost religious: **God had intended nations to be the natural units of mankind**. So Italy could not remain a patchwork of small states and kingdoms; it had to be forged into **a single unified republic** within a wider alliance of nations — and only that unification could be the basis of Italian liberty. Following his model, secret societies appeared in Germany, France, Switzerland and Poland. The conservatives were genuinely afraid: Metternich called Mazzini **'the most dangerous enemy of our social order'** — a sentence that tells you ideas had become weapons.

PIN POINT: Mazzini file-card: Genoa, 1805 • Carbonari • exiled 1831 • Young Italy (Marseilles) • Young Europe (Berne) • goal: one Italian REPUBLIC. Do not confuse his republic with the monarchy Italy actually got in 1861.

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5.9 The Age of Revolutions begins: 1830 and the Greek war of independence

As conservative regimes tried to consolidate power, liberalism and nationalism fused with **revolution** across the Italian and German states, the Ottoman provinces, Ireland and Poland. The leaders were the educated middle-class elite — professors, schoolteachers, clerks, commercial men.

The first upheaval came in **France in July 1830**: liberal revolutionaries overthrew the restored Bourbon kings and installed a constitutional monarchy under **Louis Philippe**. Metternich's famous remark — 'When France sneezes, the rest of Europe catches cold' — proved true at once: an uprising in Brussels led **Belgium** to break away from the United Kingdom of the Netherlands (the very arrangement Vienna had imposed in 1815).

The Greek war of independence — the event that set educated Europe alight

Greece had been part of the **Ottoman Empire** since the fifteenth century. In **1821** the Greeks rose for independence. **Because** West Europeans revered ancient Greek culture as the cradle of European civilisation, **so** poets and artists mobilised public opinion against the Muslim Ottoman Empire: Delacroix painted the Chios massacre (Image 5), and the English poet **Lord Byron** raised funds, went to fight, and died of fever there in 1824. Greek exiles and European volunteers joined. **Therefore**, in the **Treaty of Constantinople (1832)**, Greece was recognised as an independent nation — the first crack in the Ottoman Empire made by nationalism, and a demonstration to every subject people that empires could be defied.

PIN POINT: Greek file-card: struggle begins 1821 • Byron dies 1824 • independence recognised 1832, Treaty of Constantinople. CBSE 2022 asked the treaty name directly.

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5.10 Culture builds the nation — Romanticism, Herder and the Grimms

Nations were not made only by wars and treaties. **Culture** — art, poetry, stories, music — created the very *idea* of the nation in people's hearts. The cultural movement that did this work was **Romanticism**: it rejected the glorification of cold reason and science, and turned instead to **emotions, intuition and mystical feelings**. Its nationalist project was to create a sense of a **shared collective heritage** — a common cultural past — as the basis of the nation.

The German philosopher **Johann Gottfried Herder (1744–1803)** argued that true German culture was not in palaces but among the common people — *das Volk*. The nation's true spirit, its *Volksgeist*, lived in folk songs, folk poetry and folk dances. **Because** the spirit lived in folklore, **so** collecting and recording folk culture became essential nation-building work.

Box: The Grimm Brothers — fairy tales as nation-building

Jacob and Wilhelm Grimm, born in Hanau in 1785 and 1786, spent six years travelling village to village, writing down the fairy tales people told, and published their first collection in **1812**. They later produced a 33-volume dictionary of the German language and campaigned for freedom of the press. The brothers saw French domination as a threat to German culture and believed their tales expressed a **pure and authentic German spirit**. Collecting folktales, for them, was not a hobby — it was resistance, and the raw material of a German national identity.

Why did folklore matter so much? Because most people were **illiterate**. A pamphlet could not reach them; a tale told by a grandmother, a song sung at a fair, could. Vernacular language and folk tradition carried the modern nationalist message to audiences that print could never touch.

PIN POINT: Romanticism's toolkit: emotion over reason, folk culture as the nation's soul, vernacular language as its voice. Herder = das Volk & Volksgeist; Grimms = tales (1812) + dictionary.

5.11 Poland: when a language becomes a weapon

Poland shows culture-as-resistance at its sharpest. Partitioned at the end of the eighteenth century by **Russia, Prussia and Austria**, Poland no longer existed on the map at all. Yet Polish national feeling refused to die — it lived in **music and language**. The composer **Karol Kurpinski** celebrated the national struggle through operas, turning folk dances — the **polonaise** and the **mazurka** — into nationalist symbols: to dance them was to declare Poland alive.

After Russia occupied its share of Poland, the Polish language was **forced out of schools** and Russian imposed everywhere. An armed rebellion in **1831** was crushed. **Because** open politics was impossible, **so** the clergy turned language itself into the battlefield: Polish was used for church gatherings and all religious instruction. **Therefore** priests and bishops were jailed or exiled to Siberia for refusing to preach in Russian — and the use of Polish came to be seen by everyone as a symbol of the struggle against Russian dominance.

REAL-LIFE ANALOGY — LANGUAGE AS RESISTANCE — A SONG THE OCCUPIER CANNOT BAN

The analogy: Imagine a conqueror who can ban your flag, your parliament and your newspapers — but cannot enter every home and stop a grandmother singing a lullaby in your language, or a priest preaching in it. The song carries the nation in a place armies cannot reach.

How it maps: In Poland the nation had lost its state, its army and its map. What survived was Polish spoken in churches, Polish dances, Polish tales. Culture became the nation's underground headquarters.

Where the analogy stops: The analogy stops at power: songs can preserve a nation, but they cannot by themselves defeat an empire. Poland's feeling survived the 1800s; its state returned only after the First World War.

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5.12 Hunger, hardship and popular revolt — the fuel of 1848



The Silesian Weavers, by Carl Wilhelm Hübner, 1844 — weavers presenting their cloth to a contractor who judges it (and their wages) with contempt. Painted a year before the 1845 revolt. (Wikimedia Commons, public domain)

Ideas alone do not make revolutions; empty stomachs help. The 1830s brought great economic hardship: population grew enormously, jobs lagged behind job-seekers, rural migrants crowded into city slums, and small producers were crushed by cheap machine-made imports from industrial England. Where aristocracy still ruled, peasants bent under feudal dues. A bad harvest or a rise in food prices meant widespread pauperism.

In **1845** the weavers of **Silesia** revolted against contractors who supplied raw material, took the finished cloth — and drastically cut payments. The journalist **Wilhelm Wolff** described how a crowd of weavers marched to the contractor's mansion demanding higher wages, were met with scorn and threats, smashed the house, and how the returning contractor's soldiers shot **eleven weavers**. Read his account again in Competency Set 4 — and notice his sympathy: he writes as a witness *for* the weavers, not for the contractor.

1848 was the year all the pressures burst together: food shortages and unemployment drove Paris into the streets, barricades rose, and **Louis Philippe fled**. A republic was proclaimed, suffrage granted to all adult males above 21, the right to work guaranteed, and **National Workshops** set up to provide employment. The people's revolution and the liberals' revolution were now running side by side — the next section follows the liberals.

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5.13 1848: The Revolution of the Liberals — and why it failed

Parallel to the revolts of the poor, a revolution led by the **educated middle classes** was under way. In France, February 1848 forced the monarch to abdicate and a republic based on **universal male suffrage** was proclaimed. In the lands where nation-states did not yet exist — Germany, Italy, Poland, the Austro-Hungarian Empire — liberal men and women combined demands for **constitutionalism** with **national unification**, riding the popular unrest to demand a nation-state on parliamentary principles: a constitution, freedom of the press, freedom of association.

In the German lands, political associations of middle-class professionals, businessmen and prosperous artisans met at Frankfurt and voted for an all-German National Assembly. On **18 May 1848**, **831 elected representatives** processed into the **Frankfurt Parliament** in the **Church of St Paul** (Image 6) and drafted a constitution for a German nation headed by a monarchy subject to parliament.

Because the crown was offered on those terms, the King of Prussia, **Friedrich Wilhelm IV**, rejected it and joined the other monarchs against the assembly. **Because** the middle-class deputies resisted the demands of workers and artisans, the parliament lost its popular support as aristocracy and army grew stronger. **Therefore** troops were called in and the assembly was forced to disband. The lesson Europe's rulers drew from 1848 shapes the rest of the chapter: *if nations are to be made, monarchs will make them their way* — with armies, not assemblies.

The conservatives won in 1848 but could not restore the old order. Realising that cycles of revolution and repression could only end with concessions, the autocratic monarchies of central and eastern Europe began adopting the changes western Europe had seen before 1815: **serfdom and bonded labour were abolished in the Habsburg dominions and in Russia**, and the Habsburgs granted more autonomy to the Hungarians in **1867**.

PIN POINT: Frankfurt file-card: 18 May 1848 • Church of St Paul • 831 deputies • crown offered to Friedrich Wilhelm IV • he refused • troops disbanded it. Cause of failure in one line: monarchy + army against it, workers alienated from it.

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5.14 Women in the movement — liberty promised, liberty rationed

Women participated in the liberal movement in large numbers for years: they formed political associations, founded newspapers, and joined meetings and demonstrations. Yet they were denied suffrage even for the Frankfurt Assembly elections; when the parliament met, women were admitted only as observers in the visitors' gallery (look again at Image 6). NCERT's Source C lets three voices of the time argue it out:

NCERT SOURCE C (1) — CARL WELCKER, MEMBER OF THE FRANKFURT PARLIAMENT

'Nature has created men and women to carry out different functions … Man, the stronger, the bolder and freer of the two, has been designated as protector of the family, its provider, meant for public tasks in the domain of law, production, defence. Woman, the weaker, dependent and timid, requires the protection of man. Her sphere is the home, the care of the children, the nurturing of the family … equality between the sexes would only endanger harmony and destroy the dignity of the family.'

NCERT SOURCE C (2) — LOUISE OTTO-PETERS (1819–95), FOUNDER OF A WOMEN'S JOURNAL; EDITORIAL, 21 APRIL 1849

'Let us ask how many men, possessed by thoughts of living and dying for the sake of Liberty, would be prepared to fight for the freedom of the entire people, of all human beings? … their untiring efforts are intended for the benefit of only one half of humanity — men. But Liberty is indivisible! Free men therefore must not tolerate to be surrounded by the unfree …'

NCERT SOURCE C (3) — ANONYMOUS READER'S LETTER, 25 JUNE 1850

'It is indeed ridiculous and unreasonable to deny women political rights even though they enjoy the right to property … Is it not a disgrace that even the stupidest cattle-herder possesses the right to vote, simply because he is a man, whereas highly talented women owning considerable property are excluded from this right, even though they contribute so much to the maintenance of the state?'

What the three voices reveal: Welcker shows liberalism's limit — 'natural' separate spheres used to defend inequality. Otto-Peters exposes the contradiction with liberalism's own weapon: if liberty is universal, it cannot stop at gender. The anonymous reader adds the property argument liberals themselves used for men. Together they prove that 'equality before the law' in 1848 still meant equality for some.

5.15 The Making of Germany — Bismarck and the army as architect



Otto von Bismarck (1815–1898), Chief Minister of Prussia and architect of German unification. Portrait by Franz von Lenbach. (Wikimedia Commons, public domain)

After 1848, nationalism changed character: it moved **away from democracy and revolution**, and conservative regimes learned to mobilise it for state power. Germany is the clearest case. The liberal attempt of 1848 was repressed by the combined forces of the monarchy and the military, backed by Prussia's large landowners, the **Junkers**. From then on, **Prussia** took the leadership of national unification.

Its chief minister, **Otto von Bismarck**, was the architect of the process, carried out with the Prussian army and bureaucracy. The method was war, carefully rationed: **three wars over seven years** — against **Denmark (1864)**, **Austria (1866)** and **France (1870–71)** — each ending in Prussian victory, each pulling more German states into Prussia's orbit (study the sequence on Image 8). In **January 1871** the process was crowned: the Prussian king, **William I**, was proclaimed **German Emperor (Kaiser)** in a ceremony at **Versailles** (Image 9).

The new state displayed the dominance of Prussian power: it modernised currency, banking and the legal and judicial systems, and Prussian measures became the model for the rest of Germany. But notice what kind of nation this was — unified **from above**, by a king, an army and a minister, not by the elected parliament of 1848. NCERT's section title asks the question outright: *'Germany — Can the Army be the Architect of a Nation?'* For Bismarck's Germany, the answer was yes.

PIN POINT: Germany file-card: architect = Bismarck • tools = Prussian army + bureaucracy • wars = Denmark 1864, Austria 1866, France 1870–71 • crown = Kaiser Wilhelm I, Versailles, Jan 1871.

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5.16 The Making of Italy, Part 1 — the thinker and the diplomat

Italy, like Germany, had a long history of political fragmentation. In the mid-nineteenth century it was divided into **seven states**. Only one — **Sardinia-Piedmont** — was ruled by an Italian princely house. The north lay under the Austrian Habsburgs, the centre was ruled by the Pope, and the south by the Bourbon kings of Spain. Even the Italian language had no single common form.



Count Camillo de Cavour (1810–1861), Chief Minister of Sardinia-Piedmont. Engraving, Wikimedia Commons (public domain)

The thinker you met in 5.8: during the 1830s Mazzini built a coherent programme for a unitary Italian Republic and founded Young Italy to spread it. When the revolutionary uprisings of **1831 and 1848 failed**, the leadership of unification passed to Sardinia-Piedmont under King **Victor Emmanuel II**, whose ruling elites saw in a unified Italy their own chance of economic development and political dominance.

The diplomat: Chief Minister **Count Camillo de Cavour** led the movement from Sardinia-Piedmont. He was **neither a revolutionary nor a democrat** — a wealthy, educated aristocrat who spoke French better than Italian. His weapon was diplomacy: through a **tactful alliance with France** that he engineered, Sardinia-Piedmont **defeated the Austrian forces in 1859** and gained Lombardy. Regular troops fought that war — but armed volunteers under Garibaldi joined too, and they carry the story into Part 2.

PIN POINT: Cavour file-card: Chief Minister of Sardinia-Piedmont • neither revolutionary nor democrat • French alliance → Austria defeated 1859 • Lombardy gained.

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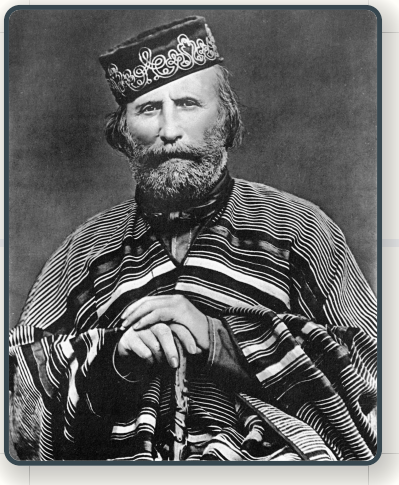
5.17 The Making of Italy, Part 2 — the soldier, the king, and Rome



Giuseppe Garibaldi (1807–1882), the most celebrated Italian freedom fighter. Photograph, 1866. (Wikimedia Commons, public domain)

The soldier: Giuseppe Garibaldi came from a coastal-trading family, sailed in the merchant navy, met Mazzini in 1833, joined Young Italy, and after a failed Piedmont uprising (1834) lived in exile in South America until 1848. In 1854 he threw his support behind Victor Emmanuel II. In **1860** he led the famous **Expedition of the Thousand** to South Italy; volunteers kept joining until the force grew to about **30,000** — the beloved **Red Shirts**. With the support of local peasants they drove out the Spanish (Bourbon) rulers of the Kingdom of the Two Sicilies.

Because the north had been won by diplomacy and the south by Garibaldi's volunteers, **so** in **1861 Victor Emmanuel II was proclaimed King of United Italy**. Venetia joined in **1866**. The final piece was Rome: in 1867 Garibaldi's volunteers failed against the French garrison defending the Papal States, but in **1870**, when France withdrew its troops to fight Prussia, the Papal States finally joined Italy. The boot was complete (Image 7).

NCERT ends with a sobering detail: much of Italy's population, with very high illiteracy, remained unaware of liberal-nationalist ideology. The southern peasants who had cheered Garibaldi had never heard of 'Italia' — they believed 'La Talia' was Victor Emmanuel's wife! A state had been unified faster than the nation inside it — a gap Mazzini, who wanted a republic of awakened citizens, would have recognised at once.

PIN POINT: Italy file-card: 1859 Lombardy (Cavour + France) • 1860 centre + south (Garibaldi) • 1861 Victor Emmanuel II king • 1866 Venetia • 1870 Rome. Thinker, diplomat, soldier — then king.

5.18 The strange case of Britain — a nation-state without a revolution

Britain, scholars argue, is the model of the nation-state — yet it was built in almost the opposite way to France or Germany. There was **no sudden upheaval or revolution**; it was a long-drawn-out process. Before the eighteenth century there was no 'British nation' at all: the peoples of the islands held **ethnic** identities — English, Welsh, Scot, Irish — each with its own cultural and political traditions.

Because the English nation steadily grew in wealth, importance and power, **so** it extended its influence over the others. The instrument was the **English Parliament**, which had seized power from the monarchy in **1688**. The **Act of Union (1707)** between England and Scotland created the 'United Kingdom of Great Britain' — in effect, England imposing its influence on Scotland: the British Parliament was dominated by English members, and Scotland's distinctive culture and institutions were systematically suppressed. The Catholic clans of the Scottish Highlands were repressed, forbidden their Gaelic language and national dress, and many were forcibly driven from their homeland.

Ireland suffered a similar fate: a country divided between Catholics and Protestants, where the English helped the Protestants establish dominance. After Wolfe Tone's failed United Irishmen revolt of **1798**, Ireland was forcibly incorporated into the United Kingdom in **1801**. A new 'British nation' was then forged by propagating a dominant English culture — its symbols actively promoted: the **Union Jack**, the national anthem 'God Save Our Noble King', and the English language — while the older nations survived only as subordinate partners in the union.

PIN POINT: Britain file-card: gradual, no revolution • Parliament seizes power 1688 • Act of Union 1707 (Scotland) • Ireland forced in 1801 • one dominant English culture + symbols (Union Jack, anthem, language).

5.19 Visualising the nation — Marianne, Germania, and the fallen Germania

A ruler can be shown in a portrait. But how do you give a *face* to a nation — an abstract idea? Eighteenth- and nineteenth-century artists solved it by **personification**: they portrayed the country as a person — specifically, as a **female figure**. The woman chosen stood for no real individual; she became an **allegory** of the nation — an abstract idea expressed through a person, carrying a second, symbolic meaning. French revolutionary artists had already used female allegories for Liberty (red cap, broken chain) and Justice (blindfolded, with scales).

In France the nation's allegory was christened **Marianne** — a popular Christian name underlining the idea of a *people's* nation. Her features came from Liberty and the Republic: the **red cap, the tricolour, the cockade**. Her statues filled public squares; her image was marked on coins and stamps (NCERT Fig. 16 shows Marianne on the postage stamps of 1850). In Germany the allegory was **Germania**, wearing the **crown of oak leaves** — the German oak standing for heroism (Image 3).



NCERT Fig. 18 — The Fallen Germania, by Julius Hübner, 1850: the nation prostrate after the defeat of the 1848 revolution. (Wikimedia Commons, public domain)



NCERT Fig. 19 — Germania guarding the Rhine, after Lorenz Clasen, 1860. Her sword is inscribed: 'The German sword protects the German Rhine.' (Wikimedia Commons, public domain)

Compare the three Germanias and you can read Germany's mood like a diary: **1848** — upright, hopeful, chains broken (Veit). **1850** — fallen, mourning, after the revolution's defeat (Hübner). **1860** — armed and watchful on the Rhine against France (Clasen). Same woman; three political weathers. That is what 'visualising the nation' really means — the nation's story told on one recurring face.

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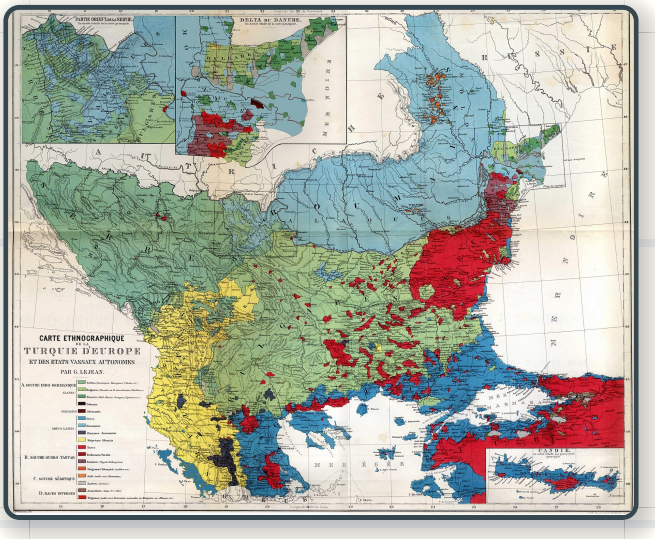
5.20 Nationalism and imperialism — the Balkans, Europe's powder keg



The peoples of the Balkans: ethnographic map of European Turkey and the Balkan peninsula (Lejean, 1861). A mosaic of peoples inside a decaying empire — the raw material of conflict. (Wikimedia Commons, public domain)

By the last quarter of the nineteenth century, nationalism had lost its early liberal-democratic idealism and become a **narrow creed with limited ends**. Nationalist groups grew intolerant of one another and ready for war, while the great powers manipulated the nationalist aspirations of subject peoples to serve their own **imperialist** aims.

The most serious source of tension after 1871 was the **Balkans** — a region of geographical and ethnic variety (modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro) whose inhabitants were broadly known as the **Slavs**. A large part lay under the **Ottoman Empire**. **Because** romantic nationalism spread through the Balkans just as the Ottoman Empire disintegrated, **so** one subject nationality after another broke away and declared independence, each using history to claim it had once been free. **Because** each Balkan state then hoped to grab territory at the expense of its neighbours, they became fiercely jealous rivals. **And because** the great powers — Russia, Germany, England, Austro-Hungary — each tried to counter the others' hold over the region amid their wider rivalry over trade, colonies and naval and military might, **therefore** the Balkans produced a series of wars and finally the **First World War**.

The chapter closes with the idea's global boomerang: nationalism aligned with imperialism led Europe to disaster in 1914 — but the colonised peoples of Asia and Africa took the same idea and turned it against empire, struggling to form their own independent nation-states. The nation-state, born in Europe, came to be accepted everywhere as natural and universal.

PIN-POINT for the 5-marker: the Balkans chain has five links — Ottoman decay + romantic nationalism → breakaway states → mutual jealousy → great-power rivalry → wars → 1914. Write all five.

06 How It Happened

DERIVE — THE BIG PROCESSES BUILT STEP BY STEP, CAUSE BY CAUSE

In science you derive a formula; in history you derive an **outcome**. Each build below starts from the situation and adds one cause at a time until the result becomes unavoidable. Learn the builds, and you can reconstruct any long answer in the exam hall even if your memory of the textbook page fades.

Build I — How Germany was unified, step by step

START (1848): The liberal way fails. Frankfurt's elected parliament offers a crown; Friedrich Wilhelm IV refuses it; troops disband the assembly. Lesson learned by conservatives: unification will come from a state, not a parliament.

↓

STEP 1 — PRUSSIA TAKES THE LEAD: The strongest German state, with the best army and bureaucracy, appoints Bismarck as chief minister. The Zollverein (1834) has already bound the states economically to Prussia.

↓

STEP 2 — WAR WITH DENMARK (1864): Prussia (with Austria) defeats Denmark and takes Schleswig-Holstein. Prussia's army is tested; its prestige rises.

↓

STEP 3 — WAR WITH AUSTRIA (1866): Austria is defeated and pushed out of German affairs. Prussia annexes Hanover, Hesse, Nassau, Frankfurt; the North German Confederation forms under Prussian leadership.

↓

STEP 4 — WAR WITH FRANCE (1870–71): The southern states (Bavaria, Württemberg, Baden), frightened of France, rally behind Prussia. Victory completes unification; Alsace-Lorraine is taken.

↓

RESULT (18 JANUARY 1871): Wilhelm I proclaimed Kaiser in the Hall of Mirrors at Versailles. A nation made from above — by army, bureaucracy and diplomacy.

PIN POINT: The logic to state in answers: each war removed exactly one obstacle — Denmark (a border dispute), Austria (the rival for leadership), France (the external enemy who united the south). One war, one obstacle, three times.

Build 2 — How Italy was unified, step by step

START (1830s): Italy = seven states; only Sardinia-Piedmont is Italian-ruled. Mazzini supplies the IDEA: a unitary republic, spread by Young Italy. His uprisings (1831, 1848) fail — an idea alone cannot beat Austrian armies.

↓

STEP 1 — A STATE ADOPTS THE IDEA (1850s): Sardinia-Piedmont under Victor Emmanuel II takes up unification — its elites want economic development and political dominance. Cavour becomes chief minister.

↓

STEP 2 — DIPLOMACY WINS THE NORTH (1859): Cavour's French alliance defeats Austria; Lombardy joins. Diplomacy does what Mazzini's conspiracies could not.

↓

STEP 3 — THE PEOPLE WIN THE SOUTH (1860): Garibaldi's Expedition of the Thousand, swelling to 30,000 Red Shirts with peasant support, conquers the Kingdom of the Two Sicilies. Central states join by plebiscite.

↓

STEP 4 — THE CROWN (1861): Victor Emmanuel II is proclaimed King of United Italy. Note the irony: Mazzini's movement produces a monarchy, not his republic.

↓

STEP 5 — THE LEFTOVERS (1866, 1870): Venetia joins in 1866 (via Prussia's war on Austria); Rome joins in 1870 when France withdraws its garrison to fight Prussia. Unification complete.

PIN POINT: Italy's three engines, in order: IDEA (Mazzini) → DIPLOMACY + STATE POWER (Cavour, Victor Emmanuel II) → POPULAR WAR (Garibaldi). Germany used only the second engine. That contrast is a favourite comparison question.

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Build 3 — How a painting helps create a nation

This build explains the chapter's most surprising claim: that art and culture *made* nations. Watch the chain:

STEP 1 — THE PROBLEM: A nation is invisible. You cannot see 'Germany' — only Germans, towns, fields. Abstract ideas cannot be loved or marched for.

↓

STEP 2 — GIVE IT A FACE: Artists personify the nation as a woman — Marianne, Germania — loaded with symbols (oak crown = heroism, broken chain = freedom). Now the idea can be pictured, printed, stamped on coins.

↓

STEP 3 — GIVE IT A MEMORY: Romantics collect folktales (the Grimms), revive languages (Poland), compose national music (Kurpinski's polonaise). Strangers discover they share ancestors, heroes and songs — a common past.

↓

STEP 4 — GIVE IT A FEELING: Paintings like Delacroix's Chios turn distant struggles into personal grief and pride. Emotion converts information into loyalty.

↓

RESULT: Millions who will never meet now feel they are one people with one destiny — Renan's 'large-scale solidarity'. Only then can politicians and armies turn the feeling into a state. Culture first; borders after.

Build 4 — How the Balkans slid towards 1914 (compressed)

Ottoman Empire weakens → subject peoples, fired by romantic nationalism, break away one by one → each new state claims land its neighbours also claim → great powers (Russia, Austria-Hungary, Germany, Britain) back rival clients to expand their own influence → local quarrels become great-power confrontations → a series of Balkan wars → the assassination spark of 1914 finds a Europe wired for explosion. Full explanation in Foundations 5.20; the 5-mark answer is solved in Section 07 (Discuss Q5).

> **TOPPER TIP:** *In the exam, when a 'process' question appears (unification, nation-building, Balkan tension), reproduce the relevant build as numbered points with the arrows converted into link words: first, then, consequently, finally.*

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07 Detailed Solved Examples

SOLVE — COMPLETE NCERT, ONE STEP AT A TIME

NCERT IN-TEXT — THE OPENING ACTIVITY

NCERT ACTIVITY (p. 3)

In what way do you think Sorrieu's print (Fig. 1) depicts a utopian vision?

THINK FIRST: Utopian = an ideal society that does not (yet) exist. Hunt the print for things that were NOT true in 1848.

1. **Step 1 — It shows peoples who were not free, marching as free nations.** In 1848 Germans and Italians had no nation-states, Poles had no country at all — yet all march as distinct, flag-bearing nations. That is a dream, not a report.
   Why: Names the core gap between image and reality.

2. **Step 2 — It shows monarchy already destroyed.** The shattered remains of absolutist symbols lie in the foreground, as if tyranny were already finished — while real kings still ruled almost everywhere.
   Why: The foreground detail is the NCERT caption's own point.

3. **Step 3 — It shows universal fraternity.** Men and women of all ages and classes march together in peace, blessed from heaven by Christ, saints and angels — nations as brothers, not rivals.
   Why: Fraternity = the opposite of the coming century's wars.

4. **Step 4 — It is dated by hope, not fact.** Sorrieu called the series 'democratic and social Republics' — a world made entirely of republics, in the year of revolutions, 1848.
   Why: Conclude with the artist's own label.

ANSWER: In Sorrieu's utopian vision, all the peoples of Europe and America already live as free, democratic nation-republics, marching in fraternity past the statue of Liberty, with the symbols of absolutism lying shattered behind them — a perfect world that existed only in the artist's hope in 1848.

CBSE-STYLE MARKING SCHEME: Value points: peoples as free nations before they were (1) + absolutism shown destroyed (1) + universal fraternity/all classes together (1).

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NCERT In-Text — Source A: Renan Defines the Nation

NCERT DISCUSS (Source A)

Summarise the attributes of a nation, as Renan understands them. Why, in his view, are nations important?

THINK FIRST: Use Renan's own phrases: social capital, common glories, common will, daily plebiscite.

1. **Step 1 — A nation rests on a shared heroic past.** 'A heroic past, great men, glory — that is the social capital upon which one bases a national idea.' Shared memories of endeavour, sacrifice and devotion bind the people.

   Why: Quote or closely paraphrase the source — source questions reward it.

2. **Step 2 — A nation rests on a common will in the present.** To have performed great deeds together and to wish to perform still more — the nation is a 'large-scale solidarity' renewed daily: 'its existence is a daily plebiscite'.

   Why: The will, not race/language/territory — Renan explicitly rejects those as sufficient.

3. **Step 3 — Why nations matter:** their existence is 'a guarantee of liberty' — a world with only one law and one master (one world empire) would lose liberty; a plurality of nations protects it. A nation also has no right to annex a province against its inhabitants' will.

   Why: End with his political conclusion.

ANSWER: For Renan, a nation is made of a shared glorious past of sacrifice and a common will to live and achieve together in the present — a solidarity renewed like a daily plebiscite. Nations are important because their existence guarantees liberty against any single world master.

CBSE-STYLE MARKING SCHEME: Value points: heroic shared past (1) + common will/daily plebiscite (1) + guarantee of liberty (1).

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NCERT In-Text — Source B Discuss: Friedrich List

NCERT DISCUSS (Source B)

Describe the political ends that Friedrich List hopes to achieve through economic measures.

THINK FIRST: List is an economist writing about a customs union — but his aims are political. Extract them one by one.

1. **Step 1 — Bind the Germans into a nation.** 'The aim of the zollverein is to bind the Germans economically into a nation' — economic unity is the road to national unity.
   Why: The headline aim.

2. **Step 2 — Strengthen the nation materially.** Protection externally and stimulated productivity internally would make the nation strong — strength being a political asset.
   Why: Material strength as a political end.

3. **Step 3 — Awaken national sentiment.** By fusing individual and provincial interests, the union would 'awaken and raise national sentiment' — people would begin to feel German.
   Why: Feeling follows interest — his psychological aim.

4. **Step 4 — Conclusion:** for List a free economic system is 'the only means to engender national feeling' — economics is deliberately used as an instrument of nation-building.
   Why: State his thesis in one line.

ANSWER: List hopes the Zollverein will politically unite the Germans into one nation, strengthen that nation materially, and awaken national sentiment by fusing local interests — using economic unity to manufacture national feeling and, ultimately, a nation.

CBSE-STYLE MARKING SCHEME: Value points: bind Germans into a nation (1) + material strengthening (1) + awakening national sentiment (1).

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NCERT In-Text — The Vienna Map Activity (1815)

NCERT ACTIVITY (p. 10)

Plot on a map of Europe the changes drawn up by the Vienna Congress.

THINK FIRST: Use Image 2 (Europe after Vienna, 1815) as your plotted answer. List each change as a map feature.

1. **Step 1 — France contained:** Bourbon France restored within its old frontiers; the Kingdom of the Netherlands (with Belgium) created to its north; Genoa added to Piedmont to its south.

   Why: The anti-France ring — two features.

2. **Step 2 — Victors rewarded:** Prussia gains territory on its western frontiers and part of Saxony; Austria gains control of northern Italy; Russia gains part of Poland.

   Why: Three features, one per power.

3. **Step 3 — Left untouched:** the German confederation of 39 states remains as Napoleon had arranged it.

   Why: The deliberate non-change is itself a plotted feature.

ANSWER: On the 1815 map: France is ringed by the Netherlands (with Belgium) and an enlarged Piedmont (with Genoa); Prussia grows in the west, Austria controls northern Italy, Russia takes part of Poland, and the 39-state German confederation survives unchanged.

CBSE-STYLE MARKING SCHEME: Map work: correct locations (1) + correct labels for all six changes (2).

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NCERT In-Text — The Club of Thinkers Caricature

NCERT DISCUSS (Fig. 6)

What is the caricaturist trying to depict in 'The Club of Thinkers' (c. 1820)?

THINK FIRST: Read the two inscriptions NCERT quotes: the meeting's question and the club rules.

1. **Step 1 — The surface joke:** a learned society whose first rule is silence, issuing muzzles to members so nobody is tempted to speak; the agenda reads: 'How long will thinking be allowed to us?'

   Why: Describe before interpreting — image answers need both.

2. **Step 2 — The target:** the censorship of the conservative regimes set up in 1815, which controlled newspapers, books, plays and songs to crush the ideas of liberty and freedom.

   Why: Connect image to the Vienna order.

3. **Step 3 — The technique:** by exaggeration — scholars literally muzzled like animals — the caricaturist shows that under such regimes even *thinking*, not just speaking, was treated as a crime.

   Why: Name the satire's bite.

ANSWER: The caricature satirises the censorship of post-1815 conservative regimes: a club of thinkers muzzled into silence, debating how long thinking itself will be permitted — a regime so fearful of liberal ideas that it policed minds, not just words.

CBSE-STYLE MARKING SCHEME: Value points: censorship depicted (1) + muzzles/silence rules as exaggeration (1) + link to 1815 conservative order (1).

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NCERT In-Text — Language and Popular Traditions

NCERT DISCUSS (p. 15)

Discuss the importance of language and popular traditions in the creation of national identity.

THINK FIRST: Two halves: language, then popular traditions. Poland and the Grimms are your evidence.

1. **Step 1 — Language carries the message:** vernacular language and collected folklore reached the mostly illiterate masses whom print could not — carrying the nationalist message into every village.

   Why: The reach argument.

2. **Step 2 — Language creates the 'we':** a shared language and shared tales, songs and dances give strangers a common cultural past — the raw material of Renan's solidarity. The Grimms' tales and dictionary built a German spirit; Herder located it in das Volk.

   Why: The identity argument.

3. **Step 3 — Language resists:** in partitioned Poland, Polish in churches and Kurpinski's polonaise and mazurka kept the nation alive after its state was erased; using Polish became itself an act of resistance.

   Why: The resistance argument — completes the triangle.

ANSWER: Language and popular traditions created national identity by giving scattered people a shared past and culture, carrying nationalist ideas to illiterate masses, and serving as weapons of resistance — as Polish language and music did under Russian rule.

CBSE-STYLE MARKING SCHEME: Value points: shared heritage (1) + reaching illiterate masses (1) + resistance, Polish example (1).

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NCERT In-Text — The Silesian Weavers (Discuss)

NCERT DISCUSS (p. 16)

Describe the cause of the Silesian weavers' uprising. Comment on the viewpoint of the journalist Wilhelm Wolff.

THINK FIRST: Two parts: cause (from the events), viewpoint (from his word choices and sympathies).

1. **Step 1 — The cause:** contractors supplied the weavers raw material and orders for finished textiles, but drastically reduced the prices they paid — exploiting the desperate shortage of jobs in the weaving villages (18,000 inhabitants dependent on cotton weaving). Misery became extreme.

   Why: Cause = cut payments + job hunger, per NCERT's introduction to the source.

2. **Step 2 — The spark:** on 4 June 1845 the weavers marched in pairs to the contractor's mansion demanding higher wages; treated with scorn and threats, they smashed the house and storehouse; the contractor returned with the army and eleven weavers were shot.

   Why: The narrative shows cause turning into revolt.

3. **Step 3 — Wolff's viewpoint:** he is openly sympathetic to the weavers — he calls their misery 'extreme', describes the contractors as taking advantage of their desperation, and records the contractor's scorn and the shooting in damning detail. He writes as a critic of the contractors and the order that protected them, not as a neutral reporter.

   Why: Judge viewpoint from language: 'misery is extreme', 'taken advantage of', 'treated with scorn'.

ANSWER: The uprising was caused by contractors slashing the weavers' payments amid desperate unemployment and misery. Wolff reports it from the weavers' side — sympathetic to their suffering and hostile to the contractors — making his account a piece of social criticism, not neutral reporting.

CBSE-STYLE MARKING SCHEME: Value points: cause — reduced payments/exploited job scarcity (1) + events in brief (1) + Wolff sympathetic to weavers, critical of contractors (1).

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NCERT In-Text — A Weaver's Report (Activity)

NCERT ACTIVITY (p. 16)

Imagine you are a weaver who saw the events as they unfolded. Write a report on what you saw. (Model report)

THINK FIRST: Write in first person, in the weaver's voice, using only facts from Wolff's account — then step back and notice what the exercise teaches.

1

Model report: 'I am a cotton weaver of this village, one of thousands who live by the loom. The contractor gives us yarn and takes our cloth, and each season he pays us less, though our children cry with the same hunger. On 4 June, at two in the afternoon, we walked in pairs to his great house — not to steal, but to ask for the old price. He answered us with scorn, and his men with threats. Something broke in us then. The panes, the fine furniture, the stored cloth — we tore at them as he had torn at our lives. He fled. Next day he came back with soldiers. Eleven of our men are dead. I write this so that someone, somewhere, knows we asked first with folded hands.'

Why: First-person voice + the account's facts + the moral sequence (demand → scorn → violence → shooting).

ANSWER: A weaver's report must retell the march, the demand for higher wages, the scornful refusal, the smashing of the mansion and storehouse, and the army's return in which eleven weavers were shot — in the voice of a participant.

CBSE-STYLE MARKING SCHEME: Value points: first-person participant voice (1) + accurate sequence of events (1) + the grievance (reduced payments) stated (1).

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NCERT In-Text — Source C Discuss: Three Voices on Women's Rights

NCERT DISCUSS (Source C)

Compare the positions on women's rights voiced by the three writers in Source C. What do they reveal about liberal ideology?

THINK FIRST: Three writers, three positions: Welcker (against), Otto-Peters (for, on principle), the anonymous reader (for, on fairness). Then generalise about liberalism.

1. **Step 1 — Welcker, the liberal insider, says NO:** nature assigned men public life and women the home; equality would 'endanger harmony and destroy the dignity of the family'. A leading liberal defends inequality as natural.

   Why: Position 1 — restriction defended from inside liberalism.

2. **Step 2 — Otto-Peters says liberty cannot be halved:** men fight for liberty yet intend its benefits for 'only one half of humanity'; 'Liberty is indivisible!' She turns liberalism's own universal promise against its practice.

   Why: Position 2 — the principle turned inward.

3. **Step 3 — The anonymous reader adds the property argument:** women hold property, pay for the state's maintenance, yet 'the stupidest cattle-herder' votes because he is male. If property qualifies men, it must qualify women.

   Why: Position 3 — liberalism's own criterion applied fairly.

4. **Step 4 — What this reveals about liberal ideology:** its universal language (freedom, equality) coexisted with deep exclusions — of women and the property-less. Liberalism in 1848 was radical against kings, conservative within the home; its promises were the very tools later used to expand it.

   Why: The generalisation the question asks for.

ANSWER: Welcker defends women's exclusion as nature's design; Otto-Peters and the anonymous reader attack it using liberalism's own principles of indivisible liberty and property-based rights. Together they reveal a liberal ideology whose universal promises stopped at gender — radical against monarchy, yet deeply unequal at home.

CBSE-STYLE MARKING SCHEME: Value points: Welcker's position (1) + Otto-Peters' rebuttal (1) + reader's property argument (1) + conclusion on liberal ideology's limits (1).

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NCERT In-Text — The Bismarck Caricature (Fig. 13)

NCERT ACTIVITY (Fig. 13)

Describe the caricature of Bismarck in the German Reichstag (Figaro, Vienna, 5 March 1870). How does it represent the relationship between Bismarck and the elected deputies? What interpretation of democratic processes is the artist conveying?

THINK FIRST: Describe first (what is drawn), then the relationship (who dominates), then the message about democracy. Note: NCERT reproduces this caricature; the description below follows NCERT's standard reading of it.

1. **Step 1 — Description:** Bismarck is drawn as a giant, looming figure dominating the Reichstag, cracking a whip over the deputies, who appear tiny, cowering and obedient before him — the Chancellor towers; the parliament shrinks.

   Why: Visual facts first.

2. **Step 2 — The relationship:** the elected deputies are shown not as Bismarck's masters or equals but as his frightened subordinates — parliament does not control the executive; the executive disciplines parliament.

   Why: Power flows one way in the drawing.

3. **Step 3 — The interpretation:** the artist suggests that in Bismarck's Germany democratic processes were a facade — elections and a parliament existed, but real power lay with the Chancellor and the Kaiser; the Reichstag merely obeyed. Democracy in form, authoritarianism in fact.

   Why: The artist's verdict on German democracy.

ANSWER: The caricature shows a gigantic Bismarck whip in hand, towering over miniature, cringing deputies — parliament subordinated to the Chancellor. The artist's message: in the new German Empire, democratic institutions existed in form while real power remained authoritarian.

CBSE-STYLE MARKING SCHEME: Value points: accurate description (1) + Bismarck dominant, deputies subordinate (1) + democracy-as-facade interpretation (1).

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NCERT In-Text — Reading the Italy Maps (Fig. 14)

NCERT ACTIVITY (Fig. 14)

Look at Fig. 14(a) and 14(b) (Italy before and after unification; see Image 7). Which was the first region to become a part of unified Italy? Which was the last region to join? In which year did the largest number of states join?

THINK FIRST: Read the dates printed on the unification map in chronological order.

1. **Step 1 — First:** Lombardy was the first region to join Sardinia-Piedmont, in 1859, after Cavour's French alliance defeated Austria. (Sardinia-Piedmont itself was the base state, not a joiner.)

   Why: 1859 — the war with Austria.

2. **Step 2 — Last:** Rome and the remaining Papal States joined last, in 1870, when France withdrew its garrison during the Franco-Prussian war.

   Why: 1870 — completes the map.

3. **Step 3 — The biggest year:** 1860 — when Parma, Modena, Tuscany and the Romagna joined in the centre and Garibaldi's expedition brought in the entire Kingdom of the Two Sicilies in the south.

   Why: 1860 — centre + south together.

ANSWER: Lombardy joined first (1859); Rome and the Papal States joined last (1870); the largest number of states joined in 1860.

CBSE-STYLE MARKING SCHEME: Value points: Lombardy 1859 (1) + Rome/Papal States 1870 (1) + 1860 largest (1).

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NCERT In-Text — The Boot Caricature (Fig. 15)

NCERT ACTIVITY (Fig. 15)

The artist has portrayed Garibaldi holding the base of the boot while the King of Sardinia-Piedmont climbs in from the top. What statement is this caricature making? (See the companion image on this page.)

THINK FIRST: Italy is shaped like a boot — the caricature uses the shape literally. Ask who does the work and who takes the position.

1. **Step 1 — The visual joke:** Italy-the-boot is being pulled on by King Victor Emmanuel II, while Garibaldi — the volunteer who actually conquered the south — kneels and holds the boot steady for the king to enter.

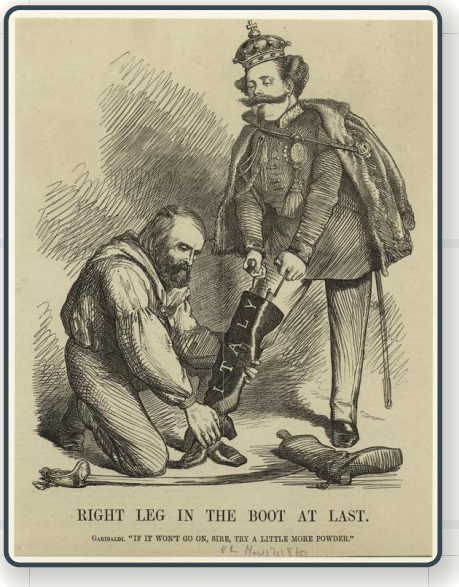
   Why: The roles in the drawing are the argument.

2. **Step 2 — The statement:** unification was achieved by Garibaldi's popular struggle, but its fruits — the crown of Italy — went to the King of Sardinia-Piedmont. The people's hero serves; the monarch reigns.

   Why: Credit vs reward — the caricature's point.

ANSWER: The caricature states that Garibaldi's sacrifices made Italy, but Victor Emmanuel II took the crown: the soldier held the boot of Italy so that the king could wear it.

CBSE-STYLE MARKING SCHEME: Value points: boot = Italy, Garibaldi supports/holds (1) + king benefits/enters (1) + implied comment on who made unification vs who ruled it (1).



'Right leg in the boot at last' — English caricature (Punch) of Garibaldi helping Victor Emmanuel II into the boot of Italy, the same idea as NCERT Fig. 15 (1859). (Wikimedia Commons, public domain)

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NCERT In-Text — Germania's Attributes (Box 3 + Fig. 17)

NCERT ACTIVITY (Box 3 + Fig. 17)

With the help of the chart in Box 3, identify the attributes of Veit's Germania and interpret the symbolic meaning of the painting. In Veit's 1836 version, the Kaiser's crown stood where the broken chain now is. Explain the significance of this change.

THINK FIRST: Work attribute by attribute (Image 3), then handle the 1836 comparison as a before/after of political hope.

1. **Step 1 — The attributes (from Box 3):** broken chains = being freed; breastplate with eagle = symbol of the German empire, strength; crown of oak leaves = heroism; sword = readiness to fight; olive branch around the sword = willingness to make peace; black-red-gold tricolour = flag of the liberal-nationalists of 1848; rays of the rising sun = beginning of a new era.

   Why: Seven attributes, seven meanings — list them all; this is a checklist answer.

2. **Step 2 — The painting's meaning:** Germania stands free, armed yet peace-willing, at the dawn of a new age — the united German nation as the liberals of 1848 dreamed it: free, heroic, strong and democratic.

   Why: Synthesis after the list.

3. **Step 3 — The 1836 → 1848 change:** in 1836 Veit placed the Kaiser's crown at that spot — unity was then imagined as something an emperor would bestow from above. By 1848 the crown is replaced by a broken chain: freedom is no longer a gift expected from a Kaiser; the nation has broken its own chains. Hope has shifted from monarchy to revolution.

   Why: The change = from gift-from-above to freedom-seized-below.

ANSWER: Veit's Germania carries the symbols of a free, heroic, fighting-yet-peaceful Germany dawning in 1848. Replacing the Kaiser's crown (1836) with a broken chain (1848) marks the shift from expecting unity as an emperor's gift to winning freedom through the people's own struggle.

CBSE-STYLE MARKING SCHEME: Value points: attributes correctly matched, any five (2) + overall meaning (1) + crown-to-chain significance (1).

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NCERT In-Text — The Fallen Germania (Fig. 18)

NCERT ACTIVITY (Fig. 18)

Describe what you see in Fig. 18 (The Fallen Germania, Julius Hübner, 1850). What historical events could Hübner be referring to?

THINK FIRST: Describe the image on page 36 (Image set in 5.19), then date it: 1850 — immediately after what?

1. **Step 1 — Description:** Germania lies fallen and prostrate, her crown slipped, her sword and shield down, in a posture of mourning and defeat — the same figure who stood upright and radiant in Veit's 1848 banner now lies in the dust.

   Why: Contrast with Fig. 17 is the description's engine.

2. **Step 2 — The events:** the defeat of the 1848 revolution — the Frankfurt Parliament's failure, Friedrich Wilhelm IV's refusal of the crown, the disbanding of the assembly by troops, and the restoration of the princes' power across Germany by 1849–50.

   Why: 1850 minus two years = the crushed revolution.

ANSWER: Hübner's fallen, mourning Germania of 1850 mourns the crushed revolution of 1848 — the failed Frankfurt Parliament and the return of the old monarchies; the nation that had risen in hope lies defeated.

CBSE-STYLE MARKING SCHEME: Value points: description of fallen Germania (1) + link to failure of 1848/Frankfurt Parliament (1) + restoration of monarchies (1).

NCERT In-Text — Standing in St Paul's Church, March 1848

NCERT ACTIVITY (Fig. 10)

Imagine you were a citizen of Frankfurt in March 1848, present during the proceedings of the parliament. How would you (a) as a man seated in the hall of deputies, and (b) as a woman observing from the galleries, relate to the banner of Germania hanging from the ceiling?

THINK FIRST: Same banner, two viewpoints. The man is inside the promise; the woman is outside its rights. Germania is a woman — use that irony.

1. **Step 1 — As a deputy (a):** he would feel pride and ownership: the banner blesses his work — Germania's broken chain and rising sun declare that the nation he is constitution-building for is free and dawning; the sword promises defence of the new order. The banner is his mandate in cloth.

   Why: The insider's reading: inspiration + legitimacy.

2. **Step 2 — As a woman in the gallery (b):** she would feel a sharper, double emotion: pride that the nation is pictured as a woman — her own form honoured above the hall — yet exclusion, because real women may only watch: she could not vote for the assembly, sit in it, or speak. Germania is trusted with a sword, but Frankfurt's women are not trusted with a vote.

   Why: The outsider's reading: honour + exclusion.

3. **Step 3 — The common thread:** both would read the banner as the nation's promise; the difference is who the promise was for.

   Why: One-line synthesis.

ANSWER: A male deputy would see in Germania's banner the blessing and mandate of his nation-building; a woman in the gallery would see her own likeness exalted as the nation while she herself was denied any political part in it — inspiration for him, inspiration mixed with exclusion for her.

CBSE-STYLE MARKING SCHEME: Value points: deputy's response (1) + woman's response incl. the irony of a female symbol vs excluded women (1) + Germania's symbols correctly read (1).

NCERT Exercise — Write in Brief: Q1(a) Mazzini

NCERT EXERCISE — WRITE IN BRIEF

EXERCISE Q1(a)

Write a note on Giuseppe Mazzini.

THINK FIRST: Build the note as: identity → belief → organisations → effect. Four beats, no wandering.

1. **Step 1 — Identity:** Giuseppe Mazzini (born Genoa, 1805) was an Italian revolutionary who became a member of the secret society of the Carbonari; exiled in 1831, at 26, for attempting a revolution in Liguria.

   Why: Who + the exile fact.

2. **Step 2 — Belief:** he held that God intended nations to be the natural units of mankind, so Italy must be forged from a patchwork of states into a single unified republic — the only basis of Italian liberty.

   Why: His idea in one sentence.

3. **Step 3 — Organisations:** in exile he founded Young Italy (Marseilles) and Young Europe (Berne), whose like-minded young members came from Poland, France, Italy and the German states; secret societies on his model spread across Europe.

   Why: His instruments.

4. **Step 4 — Effect:** his relentless opposition to monarchy and vision of democratic republics frightened conservatives — Metternich called him 'the most dangerous enemy of our social order'. He supplied the idea of Italian unification, though Italy was finally unified as a monarchy, not his republic.

   Why: Impact + the honest limit.

ANSWER: Giuseppe Mazzini was the prophet of Italian nationalism: a Genoese revolutionary (Carbonari member, exiled 1831) who preached that nations are mankind's natural units, founded Young Italy and Young Europe to spread the gospel of a unified Italian republic, and terrified Europe's conservatives — even though the Italy finally made in 1861 was a kingdom, not his republic.

CBSE-STYLE MARKING SCHEME: Value points: identity/Carbonari/exile (1) + belief in nations as natural units (1) + Young Italy & Young Europe (1) + influence/Metternich quote (1).

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NCERT Exercise — Write in Brief: Q1(b) Cavour

EXERCISE Q1(b)

Write a note on Count Camillo de Cavour.

THINK FIRST: Identity → character (the famous negative!) → method → achievement.

1. **Step 1 — Identity:** Count Camillo de Cavour was the Chief Minister of Sardinia-Piedmont who led the movement to unify the regions of Italy.

   Why: Who and where.

2. **Step 2 — Character:** he was neither a revolutionary nor a democrat; like many wealthy, educated members of the Italian elite, he spoke French much better than Italian. Unification, for him, was statecraft, not street revolution.

   Why: NCERT's own character sketch — quote its key phrase.

3. **Step 3 — Method & achievement:** through a tactful diplomatic alliance with France that he engineered, Sardinia-Piedmont defeated the Austrian forces in 1859 and gained Lombardy — the first great step of unification, opening the way for 1860–61.

   Why: Diplomacy → 1859 → Lombardy.

ANSWER: Count Cavour, Sardinia-Piedmont's Chief Minister, was the diplomat of Italian unification: neither revolutionary nor democrat, he used a carefully engineered alliance with France to defeat Austria in 1859 and annex Lombardy, setting unification in motion.

CBSE-STYLE MARKING SCHEME: Value points: Chief Minister of Sardinia-Piedmont (1) + neither revolutionary nor democrat (1) + French alliance, Austria defeated 1859 (1).

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NCERT Exercise — Q1(c) The Greek War

EXERCISE Q1(c)

Write a note on the Greek war of independence.

THINK FIRST: Setting → outbreak → European support → result. Keep the culture angle — it is why this war is in this chapter.

1. **Step 1 — Setting:** Greece had been part of the Ottoman Empire since the fifteenth century; the growth of revolutionary nationalism in Europe sparked its struggle for independence, which began in 1821.

   Why: Cause + start date.

2. **Step 2 — European support:** nationalists in Greece won support from Greeks in exile and from West Europeans who sympathised with ancient Greek culture; poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion — Lord Byron organised funds and died fighting in 1824; Delacroix's Chios painting dramatised Greek suffering.

   Why: The culture-mobilises-Europe point.

3. **Step 3 — Result:** the Treaty of Constantinople (1832) recognised Greece as an independent nation.

   Why: Outcome + treaty + year.

ANSWER: The Greek war of independence (from 1821) was the struggle of Ottoman-ruled Greeks for freedom, powered across Europe by romantic sympathy for ancient Greek culture — Byron's fundraising and death, Delacroix's painting — and crowned by the Treaty of Constantinople (1832), which recognised Greece as an independent nation.

CBSE-STYLE MARKING SCHEME: Value points: Ottoman rule since 15th century, struggle from 1821 (1) + European cultural support/Byron (1) + Treaty of Constantinople 1832 (1).

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NCERT Exercise — Q1(d) The Frankfurt Parliament

EXERCISE Q1(d)

Write a note on the Frankfurt Parliament.

THINK FIRST: Who convened it → what it did → how it ended → why it matters.

1. **Step 1 — Convening:** in 1848, political associations of middle-class professionals, businessmen and prosperous artisans from the German regions met at Frankfurt and voted for an all-German National Assembly; on 18 May 1848, 831 elected representatives took their places in the parliament convened in the Church of St Paul.

   Why: Origin + date + number + venue.

2. **Step 2 — Its work:** it drafted a constitution for a German nation to be headed by a monarchy subject to a parliament — national unification on liberal, parliamentary principles.

   Why: The liberal design.

3. **Step 3 — Its fall:** Friedrich Wilhelm IV of Prussia rejected the offered crown and joined other monarchs against the assembly; the middle-class deputies, having resisted workers' and artisans' demands, lost popular support; troops were called in and the assembly was disbanded.

   Why: Three causes of failure – crown refused, base eroded, troops.

4. **Step 4 — Significance:** its failure ended the liberal-parliamentary road to German unity and cleared the way for unification from above under Prussia and Bismarck.

   Why: The forward link.

ANSWER: The Frankfurt Parliament (Church of St Paul, 18 May 1848; 831 deputies) was the liberal middle class's attempt to unite Germany by constitution and consent; it collapsed when the Prussian king refused its crown, its social base eroded, and troops disbanded it — teaching Europe that nations would now be made by states and armies.

CBSE-STYLE MARKING SCHEME: Value points: convening facts (1) + constitution drafted (1) + causes of failure (1) + significance (1).

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NCERT Exercise — Q1(e) Women in the Movement

EXERCISE Q1(e)

Write a note on the role of women in nationalist struggles.

THINK FIRST: Participation first, denial second, response third — the NCERT arc.

1. **Step 1 — Participation:** women of the liberal middle classes took an active part in nationalist struggles over many years — they formed their own political associations, founded newspapers, and took part in political meetings and demonstrations, combining demands for constitutionalism with national unification.

   Why: What women did.

2. **Step 2 — Denial:** despite this, giving political rights to women remained controversial within the liberal movement; women were denied suffrage in the Frankfurt Assembly elections and, when the parliament met at St Paul's, admitted only as observers in the visitors' gallery.

   Why: What women were refused.

3. **Step 3 — Response:** women answered in print and organisation — Louise Otto-Peters founded a women's journal and a feminist political association, arguing 'Liberty is indivisible'; readers wrote protesting that property-owning women were denied the vote given to any man.

   Why: How women fought back.

ANSWER: Women were builders of the nationalist movement — organising associations, running newspapers, joining demonstrations — yet were denied political rights by the very liberals they marched beside, a contradiction they publicly challenged through feminist journals and associations such as Louise Otto-Peters'.

CBSE-STYLE MARKING SCHEME: Value points: active participation (1) + denial of suffrage/gallery detail (1) + organised feminist response (1).

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NCERT Exercise — Q2 The French Revolutionaries' Steps

EXERCISE Q2

What steps did the French revolutionaries take to create a sense of collective identity among the French people?

THINK FIRST: This is Foundations 5.2 as an answer. Structure: opening line, then the measures as steps, then the effect.

1. **Step 1 — New ideas of belonging:** the ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasised a united community enjoying equal rights under a constitution.
   Why: The conceptual step.

2. **Step 2 — New symbols and institutions:** a new French flag, the tricolour, replaced the royal standard; the Estates General, elected by active citizens, was renamed the National Assembly.
   Why: The visible step.

3. **Step 3 — New rituals:** new hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation.
   Why: The emotional step.

4. **Step 4 — Uniform administration and measures:** a centralised administrative system framed uniform laws for all citizens; internal customs duties were abolished and a uniform system of weights and measures adopted.
   Why: The practical step.

5. **Step 5 — One language:** regional dialects were discouraged and French, as spoken and written in Paris, became the common language of the nation.
   Why: The linguistic step.

ANSWER: The French revolutionaries built a collective identity through the ideas of la patrie and le citoyen, the tricolour flag, the National Assembly, national hymns, oaths and martyrs, uniform laws and measures under a centralised administration, and one common national language.

CBSE-STYLE MARKING SCHEME: Value points: any five measures (1 mark each in a 5-mark framing; 3-mark framing: any three well explained).

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NCERT Exercise — Q3 Marianne and Germania

EXERCISE Q3

Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

THINK FIRST: Define allegory, do France, do Germany, then importance — the question's second half is where average answers die.

1. **Step 1 — What they were:** Marianne and Germania were female allegories — personifications of the nation. Artists represented the abstract idea of the country as a woman, so the nation could be seen, printed and loved. Marianne personified France; Germania, Germany.

   Why: Definition + identification.

2. **Step 2 — Marianne's portrayal:** christened with a popular Christian name to stress a people's nation, she carried the characteristics of Liberty and the Republic — the red cap, the tricolour, the cockade; her statues stood in public squares and her image marked coins and stamps.

   Why: France's details.

3. **Step 3 — Germania's portrayal:** she wears a crown of oak leaves (the German oak = heroism) and, in Veit's 1848 banner, bears the sword and the black-red-gold flag of the liberal-nationalists, with broken chains at her feet.

   Why: Germany's details.

4. **Step 4 — Importance of the portrayal:** the symbols made an invisible idea visible and emotional — citizens could identify with the nation, remember its values (liberty, heroism, readiness to fight, peace) at a glance, and feel unity with strangers who revered the same figure. The portrayal also taught the nation's desired character: Marianne the people's republic; Germania the heroic, armed nation.

   Why: Why portrayal mattered — identification + values.

ANSWER: Marianne (France) and Germania (Germany) were female allegories who gave the abstract nation a human face; portrayed with carefully chosen symbols — red cap and tricolour; oak crown, sword and broken chain — they let ordinary people see, remember and emotionally identify with their nation and its values.

CBSE-STYLE MARKING SCHEME: Value points: allegory explained (1) + Marianne's features (1) + Germania's features (1) + importance — identification/values (1).

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NCERT Exercise — Q4 German Unification

EXERCISE Q4

Briefly trace the process of German unification.

THINK FIRST: Use Build 1 (Section 06) compressed into answer form: 1848 background, Bismarck, three wars, 1871.

1. **Step 1 — Background:** nationalist feeling was widespread among middle-class Germans, whose 1848 attempt to unite the German confederation under an elected parliament was repressed by the monarchy, the military and the Prussian Junkers. Leadership passed to Prussia.

   Why: Where the process starts.

2. **Step 2 — The architect:** Prussia's chief minister Otto von Bismarck directed unification with the help of the Prussian army and bureaucracy.

   Why: Agency named.

3. **Step 3 — Three wars over seven years:** wars with Denmark (1864), Austria (1866) and France (1870–71) all ended in Prussian victory, progressively absorbing or rallying the German states and completing unification.

   Why: The mechanism.

4. **Step 4 — The crown:** in January 1871, the Prussian king William I was proclaimed German Emperor in a ceremony at Versailles.

   Why: The conclusion.

ANSWER: German unification was achieved under Prussian leadership: after the liberal attempt of 1848 failed, Bismarck used the Prussian army and bureaucracy to win three wars — against Denmark, Austria and France — over seven years, and in January 1871 William I was proclaimed German Emperor at Versailles.

CBSE-STYLE MARKING SCHEME: Value points: 1848 background (1) + Bismarck/Prussian leadership (1) + three wars (1) + 1871 proclamation (1).

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NCERT Exercise — Q5 Napoleon's Administrative Changes

EXERCISE Q5

What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him?

THINK FIRST: Headline (Civil Code) → legal change → territorial administration → feudal/ economic change → infrastructure → effect.

1. **Step 1 — The Civil Code of 1804 (Napoleonic Code):** exported to all regions under French control, it did away with privileges based on birth, established equality before the law and secured the right to property — one rational legal framework instead of a patchwork of customs.

   Why: The legal core.

2. **Step 2 — Simplified administration:** in the Dutch Republic, Switzerland, Italy and Germany he simplified administrative divisions, making territories easier and cheaper to govern uniformly.

   Why: The structural change.

3. **Step 3 — Abolition of feudalism:** he abolished the feudal system and freed peasants from serfdom and manorial dues; in towns, guild restrictions were removed.

   Why: The social-economic change.

4. **Step 4 — Uniformity and infrastructure:** uniform laws, standardised weights and measures and a common currency facilitated the movement of goods and capital; transport and communication systems were improved.

   Why: The efficiency payoff – tie back to the question's word 'efficient'.

ANSWER: Napoleon made administration efficient through the Civil Code of 1804 (equality before law, no birth privileges, secured property), simplified administrative divisions, abolition of feudalism, serfdom and guild restrictions, uniform laws, weights, measures and currency, and improved transport and communications.

CBSE-STYLE MARKING SCHEME: Value points: Civil Code features (1) + simplified divisions (1) + feudalism/guilds abolished (1) + uniform measures/currency, transport (1).

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NCERT Exercise — Discuss Q1

NCERT EXERCISE — DISCUSS

DISCUSS Q1

Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

THINK FIRST: Two halves: define the event, then unpack liberal ideas under the question's own three headings.

1. **Step 1 — The event:** in 1848, alongside revolts of the poor and unemployed, the educated middle classes led a revolution: in France the monarch abdicated and a republic on universal male suffrage was proclaimed; in Germany, Italy, Poland and the Habsburg lands, liberals combined constitutionalism with national unification, demanding nation-states on parliamentary principles.

   Why: What 'the 1848 revolution of the liberals' means.

2. **Step 2 — Political ideas:** government by consent; end of autocracy and clerical privileges; a constitution and representative government through parliament; freedom of the press and of association.

   Why: Political basket.

3. **Step 3 — Social ideas:** freedom of the individual and equality of all before the law; abolition of aristocratic (birth-based) privilege — though, in practice, suffrage was still imagined mainly for property-owning men, and women's claims were resisted.

   Why: Social basket + honest limit.

4. **Step 4 — Economic ideas:** freedom of markets; abolition of state-imposed restrictions on the movement of goods and capital; inviolability of private property; unified economic territories like the Zollverein.

   Why: Economic basket.

ANSWER: The 1848 revolution of the liberals was the educated middle classes' bid for constitutional, parliamentary nation-states. The liberals stood politically for consent, constitutions and parliaments; socially for individual freedom and legal equality; economically for free markets, free movement of goods and capital, and secure private property.

CBSE-STYLE MARKING SCHEME: Value points: event defined (1) + political ideas (1) + social ideas (1) + economic ideas (1).

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NCERT Exercise — Discuss Q2: Culture Builds the Nation

DISCUSS Q2

Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

THINK FIRST: Pick three DIFFERENT art forms/regions so the examples don't overlap: painting (Greece), folklore/language (Germany), music/language (Poland).

1. **Step 1 — Painting — Delacroix and Greece:** Romantic art dramatised national suffering and glory; Delacroix's Massacre at Chios (1824) created European sympathy for the Greek struggle, helping mobilise the support that ended in Greek independence (1832).

   Why: Example 1 – visual art.

2. **Step 2 — Folklore and language — Germany:** Herder taught that the nation's spirit (Volksgeist) lived in the folk culture of das Volk; the Grimm brothers collected folktales and built the German dictionary, forging a shared German cultural past and identity against French domination.

   Why: Example 2 – folklore/language.

3. **Step 3 — Music and language — Poland:** Kurpinski turned the polonaise and mazurka into nationalist symbols, and Polish clergy used the Polish language in church as resistance to Russian imposition — culture kept a stateless nation alive.

   Why: Example 3 – music/language as resistance.

ANSWER: Culture grew nationalism by painting the nation's suffering (Delacroix for Greece), recovering its folk soul and language (Herder and the Grimms for Germany), and turning music and language into resistance (Kurpinski's dances and Polish church language in partitioned Poland).

CBSE-STYLE MARKING SCHEME: Value points: any three distinct, well-explained examples (1 mark each in 3-mark framing).

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NCERT Exercise — Discuss Q3

DISCUSS Q3

Through a focus on any two countries, explain how nations developed over the nineteenth century.

THINK FIRST: Choose the two most contrasting: Germany (from above, by war) and Britain (gradually, by domination). State the contrast explicitly.

1. **Step 1 — Germany — nation by unification from above:** a fragmented confederation; liberal unification failed in 1848; Prussia under Bismarck unified the states through three wars (1864, 1866, 1870–71); empire proclaimed 1871. Culture (language, folklore, Zollverein) had prepared the feeling; the state and army delivered the form.

   Why: Country 1.

2. **Step 2 — Britain — nation by gradual absorption:** no revolution; the English Parliament (supreme since 1688) extended English dominance — Act of Union with Scotland (1707), forcible incorporation of Ireland (1801) — and a British identity was propagated through English culture, the Union Jack, the anthem and the English language, with older nations subordinated.

   Why: Country 2.

3. **Step 3 — The general lesson:** nations developed by different routes — revolutionary, military, gradual — but everywhere the process joined a cultural feeling of oneness to a political structure that embodied it.

   Why: Synthesis.

ANSWER: Nations developed by varied routes: Germany was welded together from above by Prussian wars after its liberal attempt failed, while Britain grew gradually as a dominant England absorbed Scotland and Ireland and propagated one British identity — in both, cultural oneness and political power had to meet.

CBSE-STYLE MARKING SCHEME: Value points: country 1 process (2) + country 2 process (2) + contrast/synthesis (1).

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NCERT Exercise — Discuss Q4: The British Difference

DISCUSS Q4

How was the history of nationalism in Britain unlike the rest of Europe?

THINK FIRST: List the differences as contrasts: no revolution / gradual; absorption not unification of equals; dominant culture imposed.

1. **Step 1 — No revolution, no sudden break:** unlike France (1789) or the 1848 lands, Britain's nation-state was not the result of a sudden upheaval or revolution but of a long-drawn-out process.

   Why: Difference 1.

2. **Step 2 — Built by one nation's dominance:** there was no British nation before the 1700s — only English, Welsh, Scot and Irish ethnic identities. As England grew in wealth and power, it extended its influence over the others through Parliament: the Act of Union (1707) subordinated Scotland, whose culture and institutions were suppressed (Gaelic and Highland dress forbidden); Ireland, after Wolfe Tone's failed 1798 revolt, was forcibly incorporated in 1801.

   Why: Difference 2 — absorption, not fraternity.

3. **Step 3 — Identity propagated from the centre:** a new British nation was forged by promoting a dominant English culture and its symbols — the Union Jack, the national anthem, the English language — while the older nations survived only as subordinate partners.

   Why: Difference 3.

ANSWER: British nationalism was unlike the rest of Europe because it grew gradually without revolution, through the dominance of England over Scotland, Wales and Ireland, and was consolidated by propagating English culture and symbols rather than by unifying equal states or overthrowing a dynasty.

CBSE-STYLE MARKING SCHEME: Value points: gradual/no revolution (1) + English dominance, 1707 & 1801 (1) + cultural propagation/symbols (1).

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NCERT Exercise — Discuss Q5: Why the Balkans Exploded

DISCUSS Q5

Why did nationalist tensions emerge in the Balkans?

THINK FIRST: Use the five-link chain from 5.20: decay, romantic nationalism, jealousy, rivalry, war.

1. **Step 1 — A decaying empire over many peoples:** the Balkans — home to diverse Slav peoples (Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia, Montenegro) — lay largely under an Ottoman Empire that was disintegrating despite attempted reforms.

   Why: The setting.

2. **Step 2 — Romantic nationalism arms each people with a claim:** as Ottoman control weakened, subject nationalities broke away one by one, using history to claim they had once been independent and were merely winning back long-lost freedom.

   Why: The claims multiply.

3. **Step 3 — The claims collide:** the Balkan states were fiercely jealous of each other, each hoping to gain territory at the expense of the others — their historic claims overlapped on the same land.

   Why: Jealousy.

4. **Step 4 — Great powers pour fuel:** the Balkans became the scene of big-power rivalry — Russia, Germany, England and Austro-Hungary each sought to counter the others and extend their own control, amid wider rivalry over trade, colonies and naval and military might.

   Why: External rivalry.

5. **Step 5 — Result:** the region became intensely explosive, producing a series of wars and finally the First World War.

   Why: The outcome.

ANSWER: Nationalist tensions emerged in the Balkans because a disintegrating Ottoman Empire left many Slav peoples claiming independence and overlapping territories, while the great European powers turned the region into an arena of their own rivalries — a combination that led to repeated wars and, in 1914, world war.

CBSE-STYLE MARKING SCHEME: Value points: Ottoman decay + Slav diversity (1) + breakaway claims from history (1) + mutual jealousy (1) + great-power rivalry (1) + wars/WWI (1).

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NCERT Project — Nationalist Symbols Beyond Europe

NCERT PROJECT

Find out more about nationalist symbols in countries outside Europe. For one or two countries, collect examples of pictures, posters or music that are symbols of nationalism. How are these different from European examples? (Model response: India)

THINK FIRST: A model you can adapt: name the symbols, then compare honestly — anti-colonial origin is the big difference.

1. **Step 1 — India's symbols:** the tricolour with the Ashoka Chakra; 'Vande Mataram' and 'Jana Gana Mana'; the image of Bharat Mata; the spinning wheel (charkha) of the freedom struggle; posters of Bhagat Singh and Subhas Chandra Bose; the lion capital emblem.

   Why: The collection.

2. **Step 2 — Similarity:** like Marianne and Germania, Bharat Mata is a female allegory of the nation; like European nations, India binds strangers through shared songs, a flag and remembered heroes and sacrifices — Renan's formula travels.

   Why: The parallel.

3. **Step 3 — Difference:** European allegories mostly celebrated states that already existed or empires expanding; India's symbols were forged in struggle *against* an empire, by a colonised people — the charkha symbolises economic self-reliance and non-violent resistance, values with no counterpart in Germania's sword.

   Why: The contrast — anti-imperial, plural, resistance-born.

ANSWER: Outside Europe, nationalist symbols (for example India's tricolour, Bharat Mata, Vande Mataram and the charkha) resemble European allegories in form but differ in origin: they were created by colonised peoples resisting empire, and often celebrate unity-in-diversity and non-violent struggle rather than military heroism.

CBSE-STYLE MARKING SCHEME: Project marking is school-based; the comparison (Step 3) is what lifts it above a scrapbook.

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08 Multiple Methods

ONE QUESTION, THREE ROADS — POINT FORMAT, FLOWCHART, TIMELINE

Board questions reward **structured** answers. Here is the chapter's most-asked long question — *'Trace the process of German unification'* — answered three ways. All three use the same facts; choose the road that suits the question's wording.

The universal answer skeleton (learn this first)

Introduction → Points → Conclusion

Introduction (1–2 lines): name the topic, the period and the main agent. *"German unification was completed under the leadership of Prussia and its chief minister Otto von Bismarck between 1864 and 1871, after the liberal attempt of 1848 had failed."*
Points (the body): one fact-cluster per point, in chronological or logical order, each with its date/evidence.
Conclusion (1 line): state the outcome and its character. *"Thus Germany was unified from above, by war and diplomacy, and William I was proclaimed Kaiser at Versailles in January 1871."*

Method 1 — Point format (the examiner's favourite)

Introduction: as above. **Points:** (1) 1848's liberal attempt repressed by monarchy, military and Junkers; leadership passes to Prussia. (2) Bismarck, as chief minister, uses the Prussian army and bureaucracy as instruments. (3) War with Denmark, 1864 — Schleswig-Holstein gained. (4) War with Austria, 1866 — Austria expelled from German affairs; northern states absorbed. (5) War with France, 1870–71 — southern states rally to Prussia; victory. **Conclusion:** as above.

TOPPER TIP: *Point format wins when the question says 'explain', 'describe' or 'trace'. Number your points, underline dates and names — the examiner's pen moves faster, and so does the marking.*

Method 2 — Flowchart format (for 'process' questions)

Convert Build 1 (Section 06) directly into your answer. Examiners accept a clean flowchart followed by 2–3 lines of explanation per box:

1848: Frankfurt Parliament fails → liberal road blocked

↓

Prussia leads; Bismarck chief minister; army + bureaucracy as tools

↓

1864: Denmark defeated → Schleswig-Holstein

↓

1866: Austria defeated → excluded; North German Confederation

↓

1870–71: France defeated → southern states join; Alsace-Lorraine taken

↓

18 Jan 1871: Wilhelm I proclaimed Kaiser at Versailles

Method 3 — Timeline format (for 'arrange/describe the stages' questions)

1834 — Zollverein: economic unity prepares political unity.

1848 — Frankfurt Parliament: the democratic attempt; fails.

1864 — War with Denmark.

1866 — War with Austria; North German Confederation.

1870–71 — War with France.

1871 — German Empire proclaimed at Versailles.

TOPPER TIP: *Road-picking rule: 'trace/process/stages' → flowchart or timeline with a concluding line. 'Explain/analyse' → point format with cause words (because, therefore). 'Compare' → two-column points. The facts never change; only the packaging does.*

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09 Activities & Digital Companion

LEARN BY DOING — MAPS, SYMBOLS AND ARGUMENTS

TRY IT YOURSELF — PLOT THE VIENNA SETTLEMENT (NCERT ACTIVITY, GUIDED)

Take an outline map of Europe. In pencil, mark and label: (1) France restored; (2) Kingdom of the Netherlands including Belgium; (3) Genoa added to Piedmont; (4) Prussia's new western territories; (5) Austria's control of northern Italy; (6) Russia's part of Poland; (7) the 39-state German Confederation. Compare your map with Image 2. **What you learn:** a settlement is a set of deliberate moves — containment, compensation, restoration — not random lines.

TRY IT YOURSELF — SYMBOL DETECTIVE

Choose Germania (Image 3) or the British Empire map (Image 10). List every object you can find in the image; beside each, write what it stands for; then write one sentence: 'The artist wants me to feel _____ about this nation because _____.' **What you learn:** the exact three-step reading (see → mean → feel) that image-based board questions reward.

TRY IT YOURSELF — TWO CHAIRS DEBATE — 1848

One student argues as Carl Welcker, one as Louise Otto-Peters (use Source C, Foundations 5.14). Each gets two minutes; the class judges who used *liberal principles* more honestly. **What you learn:** ideologies are arguments, not labels — and the strongest debating weapon is your opponent's own principle.

TRY IT YOURSELF — TIMELINE RELAY

On the Master Timeline page (after Section 16), cover the dates and quiz a partner event-by-event; then cover the events and quiz date-by-date. **What you learn:** chronology both ways — exactly what CBSE's arrange-in-order MCQs test (asked in 2024 and 2025).

DIGITAL COMPANION (coming with the print edition): Interactive timelines, zoomable high-resolution images of every painting and map in this chapter, audio narration of the sources, and chapter quizzes will be available through the KalviYogi Digital Companion. Your teacher will share the access link/QR when the print edition reaches your school. (No link is printed here because the companion activates with the print run.)

TOPPER TIP: Activities are not decoration in this book: the map activity, the symbol activity and the source debate are NCERT's own Activities, rehearsed — each one is a disguised exam question.

10 Common Mistakes

THE EIGHT TRAPS THAT COST MARKS IN THIS CHAPTER

COMMON MISTAKE: Trap 1 — **"Mazzini unified Italy." Mazzini supplied the idea and the movement; Italy was unified under Victor Emmanuel II through Cavour's diplomacy and Garibaldi's campaigns, as a monarchy.** Answers that crown Mazzini lose the plot — and the marks.

COMMON MISTAKE: Trap 2 — **Mixing up the two unification maps' dates. Italy: 1859–1870 (king proclaimed 1861, Rome 1870). Germany: 1866–1871 (Kaiser 1871).** CBSE 2025's Venetia question punished exactly this confusion.

COMMON MISTAKE: Trap 3 — **"The Zollverein was a political union / a trade union of workers." It was a customs union (1834, Prussian initiative) that abolished internal tariff barriers and cut currencies from over thirty to two.**

COMMON MISTAKE: Trap 4 — **"Liberalism meant votes for everyone." Equality before the law, yes; universal suffrage, no — the vote stayed with property-owning men, and women were excluded even in 1848.** Forgetting the limit makes Discuss Q1 and Source C answers collapse.

COMMON MISTAKE: Trap 5 — **"Germania's oak crown stands for peace / the olive branch means weakness." Oak crown = heroism; sword = readiness to fight; olive branch *around the sword* = willingness to make peace.** Box 3 is a checklist — memorise it as one.

COMMON MISTAKE: Trap 6 — **"The Treaty of Vienna was hosted by Bismarck / signed in Paris." Vienna, 1815, hosted by Austria's Duke Metternich; powers: Britain, Russia, Prussia, Austria.** Bismarck belongs to the 1860s — half a century later.

COMMON MISTAKE: Trap 7 — **"Britain became a nation through a revolution like France." Britain's formation was gradual and revolution-free — English dominance, Act of Union 1707, Ireland 1801, imposed symbols.** This contrast is itself a 5-mark question (Discuss Q4).

COMMON MISTAKE: Trap 8 — **Writing the Balkans answer as 'the Balkans were under Russia / the tension was only religious'. A large part was under the *Ottoman* Empire; tensions came from romantic nationalism + Ottoman disintegration + mutual jealousy + great-power rivalry.** CBSE asked the Ottoman point as an MCQ in 2023.

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11 Graded Practice

APPLY — FIVE LEVELS, FROM FOUNDATION TO GENIUS

LEVEL 1 — FOUNDATION (recall the skeleton)

L1.1 Who prepared the series of four prints visualising a world of 'democratic and social Republics' in 1848? What does the first print show?

L1.2 What is meant by the term 'plebiscite'? How does Renan use the idea in defining a nation?

L1.3 What was the Zollverein? When and at whose initiative was it formed?

L1.4 Name the powers that met at Vienna in 1815 and the statesman who hosted the Congress.

L1.5 Who was proclaimed King of United Italy in 1861, and who was proclaimed German Emperor in 1871? Where was the German proclamation held?

L1.6 What do the following Germania symbols mean: (a) crown of oak leaves (b) broken chains (c) olive branch around the sword?

LEVEL 2 — BUILDING (explain in your own words)

L2.1 Explain the ideas of la patrie and le citoyen. How did they help create a sense of collective identity in France?

L2.2 Why did the local populations in Napoleon's conquered territories turn from welcome to hostility?

L2.3 Describe the social composition of the Frankfurt Parliament. Which classes dominated it, and how did that affect its fate?

L2.4 Why did Friedrich List consider a free economic system necessary for national feeling?

L2.5 How did the clergy of Poland use language as a weapon of national resistance?

L2.6 What changes were introduced in central and eastern Europe after 1848 as concessions to liberal-nationalist pressure?

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Graded Practice — Levels 3, 4 and 5

LEVEL 3 — EXAM READY (structured 3-mark answers)

L3.1 'The Civil Code of 1804 was Napoleon's most durable conquest.' Justify the statement with three features of the Code and their effects in the territories he ruled.

L3.2 Explain any three ways in which the Treaty of Vienna of 1815 tried to create a conservative order in Europe.

L3.3 'Culture played an important role in creating the idea of the nation.' Support the statement with three examples from the chapter.

L3.4 Why is the Greek war of independence described as an event that mobilised nationalist feelings among the educated elite across Europe? Give three reasons.

LEVEL 4 — ANALYSIS (5-mark, Introduction → Points → Conclusion)

L4.1 'The unification of Germany was achieved from above, while its first attempt in 1848 came from below.' Analyse the statement, comparing the Frankfurt Parliament with Bismarck's method.

L4.2 Analyse the role of the three engines of Italian unification — Mazzini's ideas, Cavour's diplomacy and Garibaldi's campaigns. Which engine do you consider most decisive, and why?

L4.3 'Nationalism, which began as a liberating idea, became by 1914 a cause of Europe's disaster.' Evaluate this statement with reference to the Balkans.

LEVEL 5 — MATHEMATICAL GENIUS LEVEL (here: the historian's summit)

L5.1 Renan said a nation's existence is 'a daily plebiscite'. Apply this idea critically: does it explain (a) Poland's survival without a state, and (b) the failure of the Habsburg Empire to become a nation? Argue both cases with evidence from the chapter.

L5.2 'A nation must be imagined before it can be governed.' Using Sorrieu's print, Veit's Germania and any one map from this chapter, construct an argument for or against this claim. Your answer must use all three images as evidence.

> **TOPPER TIP:** *Answers to all Graded Practice questions are in the Answer Key near the end of the chapter. Attempt every question in writing before you look — reading a key is not practice.*

12 Reasoning Questions

CHALLENGE — THINK LIKE A HISTORIAN

REASONING R1

"When France sneezes, the rest of Europe catches cold." — Metternich. What did he mean, and does the chapter's evidence support him?

THINK FIRST: Metternich is talking about the export of revolution. Find two 'sneezes' and their 'colds'.

1. **Step 1 — Meaning:** France was the source of revolutionary infection: political upheavals in Paris (1789, 1830, 1848) repeatedly triggered imitations across Europe, so Europe's conservative order caught France's disease.

   Why: Decode the metaphor.

2. **Step 2 — Evidence for:** 1789's ideas spread via Jacobin clubs and French armies; the July Revolution of 1830 in Paris sparked Belgium's breakaway at once; February 1848 in France was followed by revolutions across the continent, including Frankfurt.

   Why: Three transmissions.

3. **Step 3 — Judgement:** the remark is broadly supported — though each country also had its own causes (hunger, national grievances); France was the spark more often than the fuel.

   Why: Balanced conclusion.

ANSWER: Metternich meant that revolutions beginning in France spread across Europe — and 1789, 1830 and 1848 all bear him out, even though local grievances supplied the fuel in each country.

CBSE-STYLE MARKING SCHEME: Reasoning answers are marked on the quality of evidence-to-claim matching: claim (1) + two supported transmissions (2) + nuance (1).

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Reasoning Questions — continued

REASONING R2

Why did the same idea — nationalism — produce a republic in France's dreams, a monarchy in Italy, and an empire in Germany?

THINK FIRST: The outcomes differ because the AGENTS differ. Match each outcome to who held power.

1. **Step 1 — The idea is a tool; the user decides its shape:** nationalism says 'the nation should rule itself' but is silent on *who organises* that rule — a parliament, a king, or an army can each claim the nation's name.

   Why: The analytical key.

2. **Step 2 — Italy:** Mazzini wanted a republic, but the strongest Italian state, Sardinia-Piedmont, was a monarchy; when its king and minister (with Garibaldi's help) did the unifying, the product was a kingdom (1861).

   Why: Agent = monarchy → product = monarchy.

3. **Step 3 — Germany:** the parliamentary road failed in 1848; Prussia's king, army and Bismarck unified Germany, so the product was an empire headed by the Prussian Kaiser (1871).

   Why: Agent = army/monarchy → product = empire.

4. **Step 4 — France's dream:** Sorrieu's republics remained a dream in 1848 because the revolutionaries who dreamed them did not hold state power long enough to build them.

   Why: Agent absent → product = dream.

ANSWER: The form nationalism took depended on who wielded it: dreamers without power imagined republics; a unifying monarchy produced a kingdom in Italy; a militarised monarchy produced an empire in Germany.

CBSE-STYLE MARKING SCHEME: Value logic: tool/agent distinction (1) + Italy (1) + Germany (1) + France contrast (1).

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Reasoning Questions — continued

REASONING R3

A student says: "The Congress of Vienna failed, because revolutions kept happening after 1815." Evaluate this claim fairly — what did Vienna succeed at, and what did it fail at?

THINK FIRST: Split the verdict: Vienna's own aims vs history's judgement.

1. **Step 1 — By its own aims, Vienna largely succeeded for a generation:** it restored monarchies, contained France (no French expansionist war followed for decades), rewarded the victors in a balance the powers accepted, and Europe avoided a general war for nearly forty years.

   Why: Credit where due.

2. **Step 2 — Where it failed:** it treated peoples as transferable property and ignored nationalism and liberalism entirely — so its order was challenged in 1830, shattered in 1848, and dismantled by the unifications of Italy and Germany, which redrew exactly the map Vienna had frozen.

   Why: The structural failure.

3. **Step 3 — Verdict:** Vienna succeeded as a peace settlement among states and failed as a settlement among peoples — it answered the question of 1815 (how to stop France) but not the question of the century (how nations should be governed).

   Why: Balanced final judgement.

ANSWER: The claim is half right: Vienna failed to suppress nationalism and liberalism, which destroyed its map by 1871 — but as a great-power peace settlement it kept Europe from general war for a generation. It solved the problem of France, not the problem of nations.

CBSE-STYLE MARKING SCHEME: Value logic: success by own aims (1) + failure vs nationalism (1) + verdict (1).

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13 Real-Life Applications

APPLY — NATIONALISM IN THE WORLD YOU LIVE IN

Application 1 — Reading today's symbols with 1848 eyes

Every republic day parade, currency note and stadium anthem uses the technology this chapter invented: allegories, flags, anthems, martyrs, a standard language of state. When you see a symbol, run the READ THE IMAGE routine on it: what do I see, what does it mean, whose unity is it building? You now own the tool that decodes all of them.

Application 2 — India's own nation-making

India's freedom movement deliberately used the chapter's toolkit — a flag, songs (Vande Mataram), a language policy debate, folk forms and festivals repurposed as national gatherings (Tilak's Ganapati festival mirrors Kurpinski's dances). Comparing India's anti-colonial nationalism with Europe's is NCERT's own Project — and a reminder that the idea's best use was liberation, not domination.

Application 3 — Customs unions today

The Zollverein's logic — remove internal barriers, harmonise measures, let trade create common interest — is the founding logic of the European Union and of India's own GST ('one nation, one tax'). When economists argue that markets bind nations, they are quoting Friedrich List without knowing it.

Application 4 — The warning label

The chapter ends in 1914 for a reason: nationalism that defines itself against neighbours — my nation first, yours be damned — produced the Balkans and world war. Renan's version (shared will, daily consent, no annexation against a people's will) remains the test that separates the idea's healthy form from its narrow, aggressive one. Use it whenever you meet nationalist claims today.

REAL-LIFE ANALOGY — TWO NATIONALISMS — A TORCH AND A FIRE

The analogy: A torch and a wildfire are the same element. The torch lights a home; the wildfire, fed by wind and hatred of the next forest, burns everything including itself.

How it maps: Early nationalism was the torch: it lit the demand that peoples rule themselves (Greece 1832, Italy 1861). Late, narrow nationalism was the fire: intolerant, expansionist, manipulated by empires — and it consumed Europe in 1914.

14 Competency Questions

SOLVE — SOURCE-BASED CASE SETS, THE CBSE WAY

CASE SET 1 — SOURCE: SORRIEU'S PRINT (NCERT INTRODUCTION)

"In 1848, Frédéric Sorrieu, a French artist, prepared a series of four prints visualising his dream of a world made up of 'democratic and social Republics'. The first print shows the peoples of Europe and America — men and women of all ages and social classes — marching in a long train, and offering homage to the statue of Liberty as they pass by it. On the earth in the foreground lie the shattered remains of the symbols of absolutist institutions." (Also study Image 1, page 8.)

C1.1 What do the shattered remains in the foreground of the print symbolise? (1 mark)

C1.2 Why do the United States and Switzerland lead the procession? (1 mark)

C1.3 The German group carries the black-red-gold flag, although no united Germany existed in 1848. What does this tell us about the print? (1 mark)

C1.4 'Sorrieu's print is a work of hope, not of history.' Justify this statement in about 40 words. (2 marks)

CASE SET 2 — SOURCE: FRIEDRICH LIST ON THE ZOLLVEREIN (NCERT SOURCE B)

"The aim of the zollverein is to bind the Germans economically into a nation. It will strengthen the nation materially as much by protecting its interests externally as by stimulating its internal productivity. It ought to awaken and raise national sentiment through a fusion of individual and provincial interests."

C2.1 According to List, what is the real aim of the Zollverein? (1 mark)

C2.2 Mention two ways in which the Zollverein would strengthen the nation materially. (1 mark)

C2.3 How would a customs union 'awaken national sentiment', in List's argument? (1 mark)

C2.4 'For List, economics is a means, not an end.' Justify in about 40 words. (2 marks)

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Competency — Case Sets 3 and 4

CASE SET 3 — SOURCE: THREE VOICES ON WOMEN'S RIGHTS (NCERT SOURCE C)

Carl Welcker, Frankfurt Parliament deputy: "Nature has created men and women to carry out different functions ... equality between the sexes would only endanger harmony and destroy the dignity of the family." Louise Otto-Peters, editor, 1849: "But Liberty is indivisible! Free men therefore must not tolerate to be surrounded by the unfree ..." An anonymous woman reader, 1850: "Is it not a disgrace that even the stupidest cattle-herder possesses the right to vote, simply because he is a man, whereas highly talented women owning considerable property are excluded from this right?"

C3.1 On what ground does Welcker oppose equality between men and women? (1 mark)

C3.2 What is the central argument of Louise Otto-Peters' editorial? (1 mark)

C3.3 Which liberal principle does the anonymous reader use against the liberals themselves? (1 mark)

C3.4 'Source C shows liberalism arguing with itself.' Justify in about 40 words. (2 marks)

CASE SET 4 — SOURCE: WILHELM WOLFF ON THE SILESIAN WEAVERS (NCERT, 1845)

"In these villages (with 18,000 inhabitants) cotton weaving is the most widespread occupation ... The misery of the workers is extreme. The desperate need for jobs has been taken advantage of by the contractors to reduce the prices of the goods they order ... On 4 June at 2 p.m. a large crowd of weavers emerged from their homes and marched in pairs up to the mansion of their contractor demanding higher wages. They were treated with scorn and threats alternately ... In the exchange that followed, eleven weavers were shot."

C4.1 Why were the contractors able to reduce the prices they paid the weavers? (1 mark)

C4.2 What demand did the weavers march to the contractor's mansion with? (1 mark)

C4.3 How does Wolff's language show his sympathy for the weavers? Give one example. (1 mark)

C4.4 'The Silesian uprising was an economic revolt, not a nationalist one — yet it belongs in this chapter.' Justify in about 40 words. (2 marks)

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Competency — Case Set 5: Reading Germania (Image-Based)



Philipp Veit's Germania, 1848 (also Image 3, page 10). Answer with the image open in front of you.

C5.1 Identify any two attributes of Germania in the image and state what each signifies. (2 marks)

C5.2 Why was this painting made on a cotton banner and hung in the Church of St Paul? (1 mark)

C5.3 The black-red-gold flag she carries was banned by the dukes of the German states. What does its presence in the painting declare? (1 mark)

C5.4 Compare this Germania with Hübner's Fallen Germania of 1850 (page 36). What had changed in Germany between the two paintings? (2 marks)

> **TOPPER TIP:** *All Competency answers are in the Answer Key. In the board exam, source-based sets carry 4–5 marks and are pure NCERT — this section is the highest-value practice in the chapter after Section 07.*

15 Challenge Questions

CHALLENGE — TEN FOR THE TOP OF THE CLASS

CHALLENGE 1

"Napoleon was both the child and the gravedigger of the French Revolution." Examine this statement using the chapter's evidence.

THINK FIRST: Child = carried its principles; gravedigger = destroyed its democracy. Balance both with specifics.

1. **Step 1 — The child:** Napoleon's Civil Code (1804) preserved the Revolution's legal core — equality before law, abolition of birth privilege, secured property — and exported it across Europe, along with the abolition of feudalism and serfdom.

   Why: Inheritance preserved.

2. **Step 2 — The gravedigger:** he destroyed democracy in France itself — crowning himself Emperor, restoring monarchy in form, imposing censorship and conscription abroad, and reducing women's status under his Code.

   Why: Inheritance betrayed.

3. **Step 3 — The twist:** his conquests spread nationalism twice over — by his reforms, and by the resistance his occupation provoked. The gravedigger accidentally sowed the Revolution's ideas deeper than the revolutionaries had.

   Why: Dialectical conclusion.

ANSWER: Napoleon preserved and exported the Revolution's legal-administrative principles while burying its democratic politics at home — and, by provoking national resistance abroad, spread its deepest idea, nationalism, further than 1789 ever did.

CBSE-STYLE MARKING SCHEME: High-level framing: two-sided evidence (2+2) + the paradox as conclusion (1).

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Challenge Questions — continued

CHALLENGE 2

Why did unification succeed under Bismarck and Cavour but fail under the Frankfurt Parliament and Mazzini? Identify the common factor.

THINK FIRST: Compare resources: what did the winners control that the losers did not?

1. **Step 1 — The losers' assets:** Mazzini had ideas, networks and moral force; Frankfurt had legitimacy, intellect and popular hope. Neither commanded an army, a treasury or a state administration.

   Why: What they lacked.

2. **Step 2 — The winners' assets:** Cavour and Bismarck each directed an existing state — Sardinia-Piedmont, Prussia — with its army, bureaucracy, diplomacy and revenue. They could sign alliances (France, 1859) and fight calibrated wars (1864–71).

   Why: What they held.

3. **Step 3 — The common factor:** in the 1860s, nation-making required state power. Ideas supplied the goal and the popular energy; only states could defeat Austria and France. Hence NCERT's question: 'Can the army be the architect of a nation?' — in this decade, effectively, yes.

   Why: The general law.

ANSWER: Unification succeeded when the national idea captured an existing state's army, diplomacy and administration (Prussia, Sardinia-Piedmont); it failed when it had only ideas and assemblies (Mazzini, Frankfurt) against the armed monarchies of Europe.

CBSE-STYLE MARKING SCHEME: Comparison discipline: assets compared like-for-like (2) + general conclusion (1).

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Challenge Questions — continued

CHALLENGE 3

"The Treaty of Vienna treated peoples like furniture." Using at least three provisions of the treaty, defend or refute this charge.

THINK FIRST: Test the metaphor against Belgium, Poland, Italy and Saxony.

1. **Step 1 — Evidence for the charge:** Belgium was attached to the Netherlands without consulting Belgians (they revolted in 1830); part of Poland was handed to Russia and part of Saxony to Prussia as compensation; northern Italy was placed under Austria; Genoa was added to Piedmont — territories and populations moved to satisfy dynastic strategy and the balance of power.

   Why: Three transfers, zero consultations.

2. **Step 2 — The partial defence:** the peacemakers' priority was preventing another generation of revolutionary war, and their settlement did rest on legitimacy and balance principles they believed would keep peace — and no general European war followed for decades.

   Why: Their intent, fairly stated.

3. **Step 3 — Verdict:** the charge stands in substance: the treaty's units of account were dynasties and strategic frontiers, not peoples. That is precisely why nationalism spent fifty years dismantling it.

   Why: Verdict with reason.

ANSWER: The charge is substantially true: Vienna transferred Belgians, Poles, Saxons, Italians and Genoese between rulers for strategic balance without consulting any of them — a states' peace built on peoples treated as property.

CBSE-STYLE MARKING SCHEME: Evidence count: three provisions minimum (3) + fairness to the defence (1) + verdict (1).

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Challenge Questions — continued

CHALLENGE 4

Compare the roles of language in (a) France after 1789 and (b) Poland after 1831. Same tool, opposite directions — explain.

THINK FIRST: France: language imposed from the centre to unify. Poland: language defended from below to resist.

1. **Step 1 — France — language as the state's glue:** the revolutionaries discouraged regional dialects and made Parisian French the common national language, so that one people could share laws, administration and identity.

   Why: Direction: top-down, unifying.

2. **Step 2 — Poland — language as the people's shield:** with Polish banned from schools and Russian imposed, the clergy kept Polish in church gatherings and instruction; speaking Polish became defiance, and priests paid with jail and Siberian exile.

   Why: Direction: bottom-up, resisting.

3. **Step 3 — The principle:** language builds nations in both directions — a state uses it to make citizens alike; a subject people uses it to refuse to become someone else. In both cases, whoever controls the language shapes the nation.

   Why: The general insight.

ANSWER: In France a revolutionary state imposed one language to manufacture unity; in Poland a conquered people defended its language to refuse absorption — proving language is nationalism's tool whether wielded by governments or against them.

CBSE-STYLE MARKING SCHEME: Comparison symmetry: France (1) + Poland (1) + principle (1).

Challenge Questions — continued

CHALLENGE 5

"Economic nationalism came before political nationalism in Germany." Is this true? Argue with the Zollverein and Friedrich List.

THINK FIRST: Chronology test: 1834 vs 1848/1871. Plus List's own theory.

1. **Step 1 — The chronology supports it:** the Zollverein economically united most German states in 1834 — fourteen years before the political attempt of 1848 and thirty-seven years before the Empire. Tariffs fell and currencies shrank from thirty-plus to two while Germany was still 39 states politically.

   Why: Dates as evidence.

2. **Step 2 — The theory supports it:** List argued the causation ran that way on purpose — a free economic system was 'the only means to engender national feeling'; material fusion would awaken sentiment.

   Why: Intent matches chronology.

3. **Step 3 — The qualification:** economic unity was not sufficient — it took 1848's political mobilisation and Bismarck's wars to finish the job; and the Zollverein itself was a political act by a state (Prussia). Economics led, but did not complete.

   Why: Honest limit.

ANSWER: Substantially true: Germany was economically bound in 1834, a generation before it was politically united, and List theorised exactly that sequence — though statecraft and war were still needed to convert economic unity into an empire.

CBSE-STYLE MARKING SCHEME: Chronology (1) + List (1) + qualification (1).

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Challenge Questions — continued

CHALLENGE 6

If you had to date the 'birth' of the German nation, would you choose 1834, 1848 or 1871? Defend one date against the other two.

THINK FIRST: Each date = a different definition of 'nation': economic community, democratic will, state. Pick one and argue the definition.

1. **Step 1 — The candidates:** 1834 = the nation as an economic community (Zollverein); 1848 = the nation as a democratic will (Frankfurt); 1871 = the nation as a state (Empire).

   Why: Frame the choice as definitions.

2. **Step 2 — A model defence of 1848:** by Renan's test — common will expressed together — 1848 is the birth: for the first time Germans across all states elected a common parliament to will a nation into being. 1834 created a market, not a nation (Austria's exclusion shows it); 1871 created a state that merely registered — by force — a nation already willed in 1848.

   Why: The argument, applying Renan.

3. **Step 3 — Acknowledge the rival:** a defender of 1871 would reply that a will without a state is a wish; the answer must state why its criterion (will over form) is the better test of 'nation' as this chapter defines it.

   Why: Engage the counter-case.

ANSWER: On the chapter's own definition — a nation as shared will and solidarity (Renan) — 1848 has the strongest claim: the first all-German act of collective self-definition; 1834 made a market and 1871 a state around a nation already imagined and willed.

CBSE-STYLE MARKING SCHEME: Any of the three dates can earn full credit IF defended by a stated criterion and against both rivals.

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Challenge Questions — continued

CHALLENGE 7

"Garibaldi is the most celebrated of Italian freedom fighters, yet Italy's unification is credited to a king." Resolve this paradox.

THINK FIRST: Distinguish making Italy possible from completing and owning it.

1. **Step 1 — Garibaldi's irreplaceable contribution:** his Expedition of the Thousand (1860) conquered the entire south with volunteers and peasant support — something no Piedmontese army or diplomat had achieved; his popularity made unification a people's cause, not merely a court's.

   Why: The celebration is earned.

2. **Step 2 — Why the king takes the credit:** Garibaldi himself handed the conquered south to Victor Emmanuel II, accepting monarchy as the price of unity; Cavour's state supplied the diplomacy, army and international recognition that converted conquest into a kingdom (1861).

   Why: The transfer was Garibaldi's own choice.

3. **Step 3 — Resolution:** there is no paradox once roles are separated — Garibaldi won the south, Cavour won the north and the alliances, the king supplied the crown that held both. Celebration honours the sacrifice; credit follows the institution that endured.

   Why: Roles separated, paradox dissolved.

ANSWER: Garibaldi made unification popular and conquered the south, but he himself delivered his conquests to Victor Emmanuel II; the durable state — and so the formal credit — belonged to the king and Cavour's statecraft.

CBSE-STYLE MARKING SCHEME: Paradox-resolution structure: contribution (1) + transfer (1) + resolution (1).

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Challenge Questions — continued

CHALLENGE 8

Why did the European great powers support Greek independence in the 1820s–30s but crush Polish national aspirations in the same decades? What does the contrast reveal?

THINK FIRST: Compare who ruled each people and what the powers gained.

1. **Step 1 — Greece's enemy was convenient:** Greece rose against the Ottoman Empire — a weakening, non-European power whose dismemberment the great powers could contemplate with profit; romantic philhellenism gave public cover, and Byron made it fashionable.

   Why: Support cost little.

2. **Step 2 — Poland's enemies were the powers themselves:** Poland was partitioned among Russia, Prussia and Austria — three of the very powers of the Vienna system. Polish independence meant dismembering the settlement's own authors; so the 1831 revolt was crushed and its language persecuted.

   Why: Support would cost everything.

3. **Step 3 — The revelation:** great powers supported nationalism when it weakened rivals and suppressed it when it threatened themselves — the same manipulation NCERT shows later in the Balkans. Principle followed interest throughout the century.

   Why: The general law of the century.

ANSWER: The contrast reveals that nationalism was supported or crushed according to great-power interest: Greece fought a decaying outsider empire, Poland fought the Vienna powers themselves — so one was blessed and the other buried.

CBSE-STYLE MARKING SCHEME: Contrast structure: Greece (1) + Poland (1) + principle (1).

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Challenge Questions — continued

CHALLENGE 9

"The Frankfurt Parliament failed because its members were talkers, not fighters." How far is this explanation adequate?

THINK FIRST: Test a monocausal claim against the structural causes in NCERT.

1. **Step 1 — What the claim gets right:** the assembly had no army of its own and depended on the very princes it sought to limit; when Friedrich Wilhelm IV refused the crown, it had no means to compel him.

   Why: The kernel of truth.

2. **Step 2 — What it misses — structure:** the combined forces of monarchy and military, backed by the Junkers, were organised against it from the start; and the deputies' own middle-class caution — resisting workers' and artisans' demands — eroded their popular base, leaving them isolated before troops moved in.

   Why: Two structural causes.

3. **Step 3 — Verdict:** 'talkers, not fighters' is a sneer, not an explanation: the parliament's real deficits were the absence of state power and a shrinking social base — the same deficits that made Bismarck's state-led route succeed.

   Why: Verdict tied to the chapter's pattern.

ANSWER: The explanation is inadequate: Frankfurt failed not from talkativeness but because it possessed no army or administration, faced the united monarchy-military-Junker bloc, and lost its popular base by resisting workers' demands.

CBSE-STYLE MARKING SCHEME: Evaluation structure: concession (1) + two deeper causes (2) + verdict (1).

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Challenge Questions — continued

CHALLENGE 10

Trace how the meaning of 'nationalism' changed between 1789 and 1914, using one piece of evidence from each phase.

THINK FIRST: Four phases, four evidences: 1789 rights; 1848 liberal unification; 1860s state power; post-1871 narrow/imperial.

1. **Step 1 — 1789 — nationalism as rights:** the French revolutionaries' nation = citizens with equal rights under a constitution (la patrie, le citoyen); the nation liberates.
   Why: Phase 1.

2. **Step 2 — 1848 — nationalism as liberal unification:** Frankfurt's deputies and Mazzini join nationhood to constitutions, press freedom and republics; the nation emancipates peoples from dynasties.
   Why: Phase 2.

3. **Step 3 — 1860s — nationalism as state power:** Bismarck and Cavour detach the nation from democracy; unification proceeds by war and diplomacy from above; the nation aggrandises a state.
   Why: Phase 3.

4. **Step 4 — After 1871 — nationalism as narrow creed and empire:** intolerant nationalisms, Balkan rivalries and imperial competition (Britannia enthroned on the globe, 1886) turn the idea outward as domination — ending in 1914.
   Why: Phase 4.

ANSWER: Nationalism travelled from a doctrine of citizens' rights (1789), through liberal-democratic unification (1848), to a tool of state power (1860s), and finally to a narrow, imperial creed whose rivalries produced the First World War.

CBSE-STYLE MARKING SCHEME: Change-over-time discipline: one dated evidence per phase (4) + overall trajectory named (1).

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16

Chapter Mind Map

RECALL — THE WHOLE CHAPTER ON ONE PAGE

THE RISE OF NATIONALISM IN EUROPE

One idea (the nation) • two rival systems (liberalism vs conservatism) • three unifications (Germany, Italy, Britain's other way) • one warning (the Balkans → 1914)

THE IDEA (1789–)

French Revolution: sovereignty to the people; la patrie, le citoyen; tricolour; uniform laws & language. Napoleon: Civil Code 1804 spreads it; occupation breeds resistance. Renan: shared past + common will.

→

THE CARRIERS

Educated liberal middle classes. Liberalism: freedom, equality before law, constitution, parliament; economically free markets — Zollverein 1834 (List). Limit: vote only for propertied men; women excluded.

→

THE RESISTANCE (1815–)

Conservatism + Treaty of Vienna (Metternich): restore monarchies, ring France, reward victors, censor ideas. Answer: secret societies — Mazzini, Young Italy, Young Europe.

THE CULTURE

Romanticism: emotion, folk soul. Herder (das Volk, Volksgeist); Grimms' tales 1812; Poland: Kurpinski's dances, Polish in church; Delacroix paints Greece; Byron fights for it (d. 1824); Greece free 1832.

→

THE REVOLUTIONS (1830, 1848)

1830: France (Louis Philippe), Belgium breaks free. Hardship: Silesian weavers 1845. 1848: Paris republic; Frankfurt Parliament (St Paul's, 831) fails — crown refused, troops. Aftermath: serfdom abolished; Hungary autonomy 1867.

→

THE FACES

Allegory: Marianne (France — red cap, tricolour, cockade) • Germania (Germany — oak crown = heroism, sword, broken chain). Veit 1848 upright; Hübner 1850 fallen; Clasen 1860 guarding the Rhine.

GERMANY (from above)

Prussia + Bismarck; army & bureaucracy. Wars: Denmark 1864, Austria 1866, France 1870–71. Kaiser Wilhelm I proclaimed at Versailles, 18 Jan 1871.

→

ITALY (three engines)

Mazzini (idea) • Cavour (diplomacy: France alliance, Austria beaten 1859, Lombardy) • Garibaldi (Expedition of the Thousand 1860, south). Victor Emmanuel II king 1861; Venetia 1866; Rome 1870.

→

BRITAIN (the other way)

No revolution; gradual. Parliament supreme 1688; Act of Union 1707 (Scotland suppressed); Ireland forced in 1801; British identity = English culture, Union Jack, anthem, language.

THE WARNING: THE BALKANS → 1914

Ottoman decay + romantic nationalism → breakaway states → mutual jealousy → great-power rivalry → Balkan wars → First World War. The colonised world then turns the same idea against empire itself.

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Master Timeline — 1789 to 1914 (the chapter's skeleton)

Pin this page above your desk. Every date below is load-bearing: each one is either an NCERT 'important date', a board-exam MCQ, or the hinge of a long answer. **Chronology drill (CBSE asked this in 2025):** Leipzig 1813 → Vienna 1815 → Greek struggle 1821 → Zollverein 1834 — learn the chain, not the list.

1789 — French Revolution: nationalism's first clear expression; sovereignty passes to the people.

1797 — Napoleon invades Italy; the Napoleonic wars begin (NCERT dates box).

1804 — Civil Code of 1804 — the Napoleonic Code.

1812 — Grimm brothers publish their first collection of folktales.

1813 — Napoleon defeated at Leipzig (the 'courier of Rhineland' print).

1814–15 — Fall of Napoleon; Congress and Treaty of Vienna (host: Metternich).

1821 — Greek struggle for independence begins.

1824 — Lord Byron dies in Greece; Delacroix paints The Massacre at Chios.

1830 — July Revolution in France (Louis Philippe); Belgium breaks from the Netherlands.

1831 — Mazzini exiled (founds Young Italy at Marseilles); Polish armed rebellion crushed.

1832 — Treaty of Constantinople recognises Greek independence.

1834 — Zollverein (customs union) formed at Prussia's initiative; List publishes his argument.

1845 — Silesian weavers' uprising.

1848 — Revolutions across Europe; Sorrieu's prints; Frankfurt Parliament (18 May, Church of St Paul); Veit's Germania; France proclaims a republic on universal male suffrage.

1850 — Hübner's Fallen Germania; Marianne on French postage stamps.

1859 — Cavour's alliance: Sardinia-Piedmont + France defeat Austria; Lombardy joins.

1860 — Garibaldi's Expedition of the Thousand; the Two Sicilies and the central states join Italy; Clasen's Germania guards the Rhine.

1861 — Victor Emmanuel II proclaimed King of United Italy.

1864 — Prussia defeats Denmark (Schleswig-Holstein).

1866 — Prussia defeats Austria; North German Confederation; Venetia joins Italy.

1867 — Habsburgs grant Hungary greater autonomy.

1870–71 — Franco-Prussian War; Rome joins Italy (1870).

1871 — 18 January: Wilhelm I proclaimed German Emperor at Versailles.

1905 — Slav nationalism gathers force in the Habsburg and Ottoman Empires (NCERT dates box).

1914 — Nationalism aligned with imperialism leads Europe into the First World War.

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Map Practice — Europe in 1815 and the Two Unifications



Europe after the Congress of Vienna, 1815 — your base map for Tasks 1 and 2.

MAP TASKS — DO THEM WITH A PENCIL ON A PRINTED OUTLINE MAP

TASK 1 The Vienna settlement: Locate and label: (a) the Kingdom of the Netherlands (including Belgium); (b) Genoa, added to Piedmont; (c) the territory given to Prussia on France's western frontier; (d) northern Italy under Austrian control; (e) the part of Poland given to Russia; (f) the German Confederation of 39 states.

TASK 2 Containment check: Shade every state that bordered France in 1815. In one sentence: what was this ring designed to do? (Answer in the key.)

TASK 3 Unification of Italy (use Image 7): On an outline map of Italy, colour and date: Sardinia-Piedmont (base), Lombardy (1859), the central states and Two Sicilies (1860), Venetia (1866), Rome (1870).

TASK 4 Unification of Germany (use Image 8): On an outline map, mark Prussia before 1866, the territories absorbed after the Austrian war (1866), the North German Confederation (1867), and the states that joined to form the Empire (1871), plus Alsace-Lorraine taken from France.

TASK 5 The Balkans: On an outline map of south-east Europe, label the Balkan peoples named by NCERT (Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia, Montenegro) and shade the part under Ottoman control in the later 1800s.

> **TOPPER TIP:** *Map answers live in the Answer Key. CBSE's History map question (2 marks) is drawn from exactly these features — Vienna's changes and the unification maps are the highest-probability locations in this chapter.*

17 Pin-Point Flash Cards

RECALL — CUT THEM OUT; CARRY THE CHAPTER IN YOUR POCKET

Sixteen cards, each holding one pin-point fact-cluster. Cut along the dashed lines. Front in your head: the question. Back: the answer you must be able to say aloud in 20 seconds.

CARD 1 — SORRIEU'S PRINT

1848, first of four prints: peoples of Europe & America march past the statue of Liberty (torch + Charter of the Rights of Man); shattered absolutist symbols in the foreground; USA & Switzerland lead; a UTOPIAN vision of democratic and social republics.

CARD 2 — RENAN'S NATION

A nation = common glories in the past + common will in the present; 'a large-scale solidarity'; existence = a daily plebiscite; nations guarantee liberty against one world master.

CARD 3 — FRENCH REVOLUTION KIT

la patrie + le citoyen; tricolour replaces royal standard; Estates General → National Assembly; hymns, oaths, martyrs; uniform laws; customs duties abolished; one weights-and-measures system; Parisian French as national language.

CARD 4 — NAPOLEONIC CODE 1804

Abolished birth privileges; equality before law; secured property. Exported across Europe; feudalism and serfdom abolished; guilds removed; administration simplified. But: no political freedom → welcome turned to hostility.

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Flash Cards 5 to 8

CARD 5 — LIBERALISM

From liber = free. Political: individual freedom, equality before law, government by consent, constitution, parliament, end of autocracy/clerical privilege. Economic: free markets, no restrictions on goods/capital. Property inviolable. LIMIT: suffrage only for propertied men.

CARD 6 — ZOLLVEREIN 1834

Customs union, Prussia's initiative, most German states joined. Abolished internal tariff barriers; currencies cut from 30+ to 2. List: its aim is to bind Germans economically into a nation and awaken national sentiment.

CARD 7 — TREATY OF VIENNA 1815

Host: Metternich (Austria). Powers: Britain, Russia, Prussia, Austria. Bourbons restored; Netherlands + Belgium created; Genoa to Piedmont; Prussia gains in the west; Austria gets northern Italy; Russia gets part of Poland; 39-state German Confederation untouched.

CARD 8 — MAZZINI

Born Genoa 1805. Carbonari member; exiled 1831 (Liguria revolt). Founded Young Italy (Marseilles) and Young Europe (Berne). Belief: nations are God's natural units; Italy must be ONE REPUBLIC. Metternich: 'most dangerous enemy of our social order'.

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Flash Cards 9 to 12

CARD 9 — GREECE

Ottoman since 15th century. Struggle begins 1821. Europe's educated elite mobilised by ancient-Greek sympathy: Delacroix's Chios (1824); Byron raises funds, dies 1824. Treaty of Constantinople 1832: Greece independent.

CARD 10 — CULTURE & NATION

Romanticism: emotion over reason; shared cultural past as nation's basis. Herder: das Volk, Volksgeist in folk songs/poetry/dance. Grimms: tales 1812, 33-volume dictionary. Poland: Kurpinski's polonaise & mazurka; Polish in church = resistance.

CARD 11 — 1848 & FRANKFURT

Paris: Louis Philippe flees; republic, universal male suffrage, National Workshops. Frankfurt Parliament: 18 May 1848, Church of St Paul, 831 deputies; constitution drafted; crown offered to Friedrich Wilhelm IV — refused; troops disband it. Women: gallery only.

CARD 12 — GERMANY UNIFIED

Architect: Bismarck (Prussia's chief minister); tools: army + bureaucracy; Junkers back the crown. Wars: Denmark 1864, Austria 1866, France 1870–71. 18 Jan 1871: Wilhelm I proclaimed Kaiser at Versailles. Unification FROM ABOVE.

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Flash Cards 13 to 16

CARD 13 — ITALY UNIFIED

Seven states; only Sardinia-Piedmont Italian-ruled. Cavour (neither revolutionary nor democrat): French alliance → Austria beaten 1859 → Lombardy. Garibaldi: Expedition of the Thousand 1860 → Two Sicilies; Red Shirts ~30,000. 1861: Victor Emmanuel II king. Venetia 1866; Rome 1870.

CARD 14 — BRITAIN

No revolution; gradual. Parliament seizes power 1688. Act of Union 1707: England dominates Scotland (Gaelic, dress suppressed). Ireland: Wolfe Tone's revolt fails 1798; forced into UK 1801. Symbols: Union Jack, anthem, English language; older nations subordinate.

CARD 15 — MARIANNE & GERMANIA

Female allegories of the nation. Marianne (France): popular Christian name; red cap, tricolour, cockade; statues, coins, stamps (1850). Germania (Germany): crown of oak leaves = heroism; sword = readiness to fight; olive branch = peace; broken chains = freedom; black-red-gold = 1848 liberals; rising sun = new era.

CARD 16 — BALKANS → 1914

Slav peoples under a disintegrating Ottoman Empire; romantic nationalism → breakaways claiming historic independence; states fiercely jealous of each other's territory; great-power rivalry (Russia, Germany, England, Austro-Hungary) → series of wars → First World War.

PIN POINT: Card drill: shuffle the sixteen. For each card, say the content aloud without looking. Any card you stumble on goes back into tomorrow's pile — that is the Smart Memory System working.

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18 Active Recall

RECALL — CLOSED BOOK. IF YOU CAN SAY IT, YOU KNOW IT

Close the book after reading each question. Answer aloud or on rough paper. Then check against the key at the end of the chapter.

RECALL QUESTIONS R1–R10 (facts at speed)

R1. In Sorrieu's print, which two peoples lead the procession, and why them?

R2. State Renan's definition of a nation in one sentence.

R3. List four measures of the French revolutionaries that built a collective identity.

R4. What did the Zollverein abolish, and what did it reduce from over thirty to two?

R5. Who hosted the Congress of Vienna, and which four powers attended as the victors?

R6. Mazzini founded which two societies, in which two cities?

R7. Which treaty recognised Greece as independent, and in which year?

R8. Give the dates: Frankfurt Parliament convenes; Garibaldi's expedition; Wilhelm I proclaimed Kaiser (with the place).

R9. Name the three wars of German unification with their years.

R10. Which region joined Italy in 1866, and which joined last, in 1870?

EXPLAIN IN YOUR OWN WORDS P1–P5 (understanding, not memory)

P1. Explain ‘allegory’ using Germania as your example.

P2. Why did liberalism NOT mean universal suffrage in the early 1800s?

P3. Explain how a customs union can create national feeling (List's argument).

P4. Why is Britain called ‘the strange case’ in the history of nation-states?

P5. Explain the chain by which Balkan nationalism led to the First World War.

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19 Mastery Tracker

RECALL — THE SMART MEMORY SYSTEM: DAY 0, 1, 3, 7, 14, 21, 30

History is forgotten on a curve — unless you revisit it on schedule. This tracker runs the KalviYogi Smart Memory System. Tick honestly; a tick you have not earned is a mark you have donated.

When	What to do	Done?
Day 0 (today)	Read Sections 01–06. Study all ten images with their READ THE IMAGE boxes. Say the Mind Map aloud once.	☐
Day 1	Flash Cards 1–16 aloud. Master Timeline covered: recall every date from the event, then every event from the date.	☐
Day 3	Re-attempt Active Recall R1–R10 closed-book. Re-read only the Foundations pages you missed.	☐
Day 7	Day 7 Mini-Test (Practice Plus). Write Discuss Q1 and Q4 in full, timed (12 minutes each).	☐
Day 14	Model Test B under exam conditions. Redo the Map Practice tasks on a fresh outline map.	☐
Day 21	Day 21 Mini-Test. Re-attempt every Graded Practice question you got wrong on Day 0–7.	☐
Day 30	Day 30 Mini-Test + full closed-book Mind Map reproduction on a blank page. If your blank-page map matches Section 16, the chapter is yours.	☐

My mastery scores (fill after each test)

Model Test A: ____ / 20 • Model Test B: ____ / 20 • Model Test C: ____ / 20
Day 7 Mini-Test: ____ / 10 • Day 21 Mini-Test: ____ / 10 • Day 30 Mini-Test: ____ / 10
Weakest topic this month: _____ My fix plan: _____

My error log (the three mistakes I will never repeat)

1. _____
2. _____
3. _____

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Practice Plus — 25 MCQs (the board pattern)

One mark each. Cover the key (next page) until you finish all twenty-five.

MCQ 1. In 1848, Frédéric Sorrieu prepared a series of prints visualising his dream of a world made up of:
(a) constitutional monarchies (b) colonial empires (c) democratic and social republics (d) military dictatorships

MCQ 2. The first clear expression of nationalism in Europe came with:
(a) the Treaty of Vienna (b) the French Revolution of 1789 (c) the unification of Germany (d) the Greek war of independence

MCQ 3. The idea of 'la patrie', emphasised by the French revolutionaries, means:
(a) the citizen (b) the fatherland (c) the constitution (d) the mother tongue

MCQ 4. The Civil Code of 1804 is usually known as:
(a) the Code of Justinian (b) the Napoleonic Code (c) the Vienna Code (d) the Republican Code

MCQ 5. The Congress of Vienna (1815) was hosted by:
(a) Otto von Bismarck (b) Giuseppe Mazzini (c) Duke Metternich (d) Lord Byron

MCQ 6. The Zollverein, a customs union of the German states, was formed in:
(a) 1815 (b) 1834 (c) 1848 (d) 1871

MCQ 7. Who was described by Metternich as 'the most dangerous enemy of our social order'?
(a) Garibaldi (b) Giuseppe Mazzini (c) Johann Herder (d) Count Cavour

MCQ 8. Mazzini founded the secret society 'Young Europe' at:
(a) Marseilles (b) Genoa (c) Berne (d) Vienna

MCQ 9. Greece was recognised as an independent nation by the Treaty of:
(a) Vienna, 1815 (b) Paris, 1814 (c) Constantinople, 1832 (d) Versailles, 1871

MCQ 10. The English poet who organised funds for the Greek struggle and died there in 1824 was:
(a) Johann Herder (b) Lord Byron (c) Carl Welcker (d) Ernst Renan

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Practice Plus — MCQs 11 to 18

MCQ 11. For Johann Gottfried Herder, the true spirit of a nation (Volksgeist) was to be found in:
(a) royal courts (b) folk songs, folk poetry and folk dances (c) military traditions (d) church architecture

MCQ 12. The Grimm brothers contributed to German national identity chiefly by:
(a) leading the Frankfurt Parliament (b) collecting folktales and compiling a dictionary of the German language (c) founding the Zollverein (d) painting the Germania banner

MCQ 13. The Silesian weavers' uprising took place in:
(a) 1830 (b) 1834 (c) 1845 (d) 1871

MCQ 14. The Frankfurt Parliament of 1848 was convened in:
(a) the Palace of Versailles (b) the Church of St Paul (c) the Reichstag, Berlin (d) St Peter's Basilica, Rome

MCQ 15. The Frankfurt Parliament offered the crown of a united Germany to:
(a) William I (b) Otto von Bismarck (c) Friedrich Wilhelm IV (d) Duke Metternich

MCQ 16. The architect of German unification was:
(a) Kaiser William I (b) Otto von Bismarck (c) Friedrich Wilhelm IV (d) Giuseppe Mazzini

MCQ 17. Bismarck's three wars for German unification were fought against:
(a) Denmark, Austria and France (b) Russia, Austria and Italy (c) Denmark, Russia and Britain (d) France, Spain and Austria

MCQ 18. William I was proclaimed German Emperor in January 1871 at:
(a) Berlin (b) Frankfurt (c) Versailles (d) Vienna

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Practice Plus — MCQs 19 to 25

MCQ 19. Count Camillo de Cavour was the Chief Minister of:
(a) Austria (b) Sardinia-Piedmont (c) the Papal States (d) the Kingdom of the Two Sicilies

MCQ 20. The 'Expedition of the Thousand' to South Italy in 1860 was led by:
(a) Mazzini (b) Cavour (c) Garibaldi (d) Victor Emmanuel II

MCQ 21. Who was proclaimed King of United Italy in 1861?
(a) Victor Emmanuel II (b) Garibaldi (c) Count Cavour (d) Giuseppe Mazzini

MCQ 22. The Act of Union of 1707 was concluded between:
(a) England and Ireland (b) England and Scotland (c) England and Wales (d) Scotland and Ireland

MCQ 23. In the allegory of Germania, the crown of oak leaves signifies:
(a) peace (b) freedom (c) strength of empire (d) heroism

MCQ 24. Marianne, whose image appeared on coins and stamps, was the female allegory of:
(a) Germany (b) France (c) Italy (d) Britain

MCQ 25. The most serious source of nationalist tension in Europe after 1871 was:
(a) Ireland (b) the Balkans (c) Scandinavia (d) Iberia

MCQ Key — with one-line reasons

1 (c) — Sorrieu's own title for the series. **2** (b) — NCERT's opening line of Section 1. **3** (b) — la patrie = fatherland; le citoyen = the citizen. **4** (b) — also a CBSE 2020 question. **5** (c) — Austria's Chancellor hosted. **6** (b) — 1834, Prussia's initiative. **7** (b) — Mazzini, the revolutionary of ideas. **8** (c) — Young Italy was Marseilles; Young Europe, Berne. **9** (c) — Constantinople, 1832. **10** (b) — Byron died of fever in Greece, 1824.

11 (b) — das Volk's culture carries the Volksgeist. **12** (b) — tales (1812) + 33-volume dictionary. **13** (c) — 1845, against contractors' price cuts. **14** (b) — Church of St Paul, Frankfurt. **15** (c) — he refused it. **16** (b) — Bismarck, Prussia's chief minister. **17** (a) — 1864, 1866, 1870–71. **18** (c) — Hall of Mirrors, Versailles.

19 (b) — Sardinia-Piedmont, the unifying state. **20** (c) — Garibaldi's Red Shirts. **21** (a) — Victor Emmanuel II, 1861. **22** (b) — forming the United Kingdom of Great Britain. **23** (d) — the German oak = heroism (Box 3). **24** (b) — Marianne = France. **25** (b) — the Balkans, NCERT Section 6's first line.

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Practice Plus — Assertion–Reason (10)

For each pair choose: **(a)** Both A and R are true and R is the correct explanation of A. **(b)** Both true, but R is NOT the correct explanation of A. **(c)** A is true, R is false. **(d)** A is false, R is true. Key is in the Answer Key.

AR 1. **Assertion (A):** The Frankfurt Parliament failed to unite Germany. **Reason (R):** Friedrich Wilhelm IV refused the crown offered to him by the Parliament.

AR 2. **Assertion (A):** The Zollverein strengthened nationalist sentiment in the German states. **Reason (R):** It abolished tariff barriers among member states and reduced the number of currencies from over thirty to two.

AR 3. **Assertion (A):** Women were denied suffrage in the elections to the Frankfurt Assembly. **Reason (R):** Liberalism stood for equality of all before the law.

AR 4. **Assertion (A):** Greece was recognised as an independent nation in 1832. **Reason (R):** The Treaty of Constantinople recognised Greece as an independent nation.

AR 5. **Assertion (A):** Napoleon's rule spread nationalist feelings in the territories he conquered. **Reason (R):** Increased taxation, censorship and forced conscription made the local people resist French rule as foreign domination.

AR 6. **Assertion (A):** Otto von Bismarck was the architect of German unification. **Reason (R):** Bismarck drafted the constitution of the Frankfurt Parliament in 1848.

AR 7. **Assertion (A):** The Polish language became a symbol of the struggle against Russian dominance. **Reason (R):** The Russian authorities encouraged the use of Polish in schools and churches.

AR 8. **Assertion (A):** The most serious source of nationalist tension in Europe after 1871 was the Balkans. **Reason (R):** A large part of the Balkans was under the control of the Ottoman Empire. *(This pair mirrors a real CBSE 2024 question.)*

AR 9. **Assertion (A):** Statues of Marianne were erected in public squares across France. **Reason (R):** Artists personified the nation as a female allegory to give the abstract idea of the nation a concrete form.

AR 10. **Assertion (A):** The Treaty of Vienna left the German Confederation of 39 states untouched. **Reason (R):** The Congress of Vienna aimed to undo most of the changes that had come about in Europe during the Napoleonic wars.

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Practice Plus — Find the Error (10)

Each statement contains **one or more factual errors** (wrong names, places, dates or numbers). Find every error and write the corrections. Answers in the Answer Key.

FE 1. Mazzini was born in Naples in 1807 and founded the secret society Young Italy in Rome to spread his ideas.

FE 2. The Zollverein of 1834 was formed at Austria's initiative, and it increased the number of German currencies to over thirty.

FE 3. The Frankfurt Parliament met in Berlin in 1849 and offered the crown of a united Germany to William I.

FE 4. In 1861 Garibaldi led the Expedition of the Thousand, whose volunteers numbered about three thousand Red Shirts.

FE 5. The Treaty of Vienna attached Belgium to France and placed Lombardy under Prussian control.

FE 6. In Veit's Germania, the crown of oak leaves stands for peace, and the sword stands for readiness for trade.

FE 7. Lord Byron, the French poet, died fighting for Italian independence in the year 1832.

FE 8. Count Cavour, a revolutionary and a democrat, founded Young Italy before becoming Chief Minister of Sardinia-Piedmont.

FE 9. By the Act of Union of 1707, Ireland was incorporated into the United Kingdom of Great Britain.

FE 10. After 1871 the Balkans became tense mainly because the whole region was ruled directly by Russia.

> **TOPPER TIP:** *Find-the-Error is the fastest diagnostic in this book: every error here is a real confusion seen in board answers. If you can correct all ten without the key, your fact-base is exam-proof.*

Previous Years' Questions — Verified Board Questions, Solved

Only questions verified against published CBSE papers/answer keys carry a year below. Solve them exactly as you would in the hall.

CBSE 2025 • SET 32/1/1 • Q1 (1 mark)

Which one of the following regions became a part of unified Italy in 1866? (A) Sardinia-Piedmont (B) Venetia (C) Sicily (D) Papal State

THINK FIRST: Run the Italy timeline: 1859 Lombardy, 1860 centre + Sicily/south, 1866 ?, 1870 Rome.

1. **Step 1 — Eliminate by year:** Sardinia-Piedmont was the base state, not a joiner; Sicily joined in 1860 with Garibaldi; the Papal State (Rome) joined last, in 1870.
   Why: Three options die by chronology.

2. **Step 2 — The 1866 event:** Venetia was ceded to Italy in 1866, as a result of the Austro-Prussian War in which Italy was Prussia's ally.
   Why: The remaining option fits the year exactly.

ANSWER: (B) Venetia.

CBSE MARKING SCHEME (2025): 1 mark for the correct option.

CBSE 2024 • SET 32/2/1 • Q1 (1 mark)

The German philosopher 'Johann Gottfried (Herder)' belonged to which one of the following schools of thought? (A) Socialist (B) Liberalist (C) Romanticist (D) Marxist

THINK FIRST: Herder = folk culture, emotion, Volksgeist — which movement glorified feeling and the folk past?

1. **Step 1 — Match the man to the movement:** Herder taught that the nation's spirit lives in folk songs, poetry and dances, and prized emotion and heritage over cold reason — the defining marks of Romanticism.
   Why: Concept match, not name memory.

ANSWER: (C) Romanticist.

CBSE MARKING SCHEME (2024): 1 mark for the correct option.

Previous Years' Questions — continued

CBSE 2025 • SET 32/2/1 • Q2 (1 mark)

Arrange the following events in chronological order: I. Defeat of Napoleon in the battle of Leipzig II. Beginning of struggle for Greek independence III. Formation of customs union Zollverein IV. Signing of Treaty of Vienna. Options: (A) I, II, III, IV (B) I, II, IV, III (C) II, I, III, IV (D) II, I, IV, III

THINK FIRST: Date every event first: Leipzig 1813; Vienna 1815; Greek struggle 1821; Zollverein 1834.

1. **Step 1 — The true order:** I (1813) → IV (1815) → II (1821) → III (1834) — that is I, IV, II, III.
   Why: Date-then-order is the only safe method.

2. **Step 2 — The honest footnote:** the correct sequence I, IV, II, III was NOT among the printed options; CBSE awarded the mark to all candidates. In the hall, if your dated order matches no option, choose the closest and move on — do not burn minutes.
   Why: A real board-paper lesson, worth more than the mark.

ANSWER: The correct chronological order is I, IV, II, III (Leipzig 1813, Vienna 1815, Greek struggle 1821, Zollverein 1834); as printed, no option matched, and CBSE awarded the mark to all.

CBSE MARKING SCHEME (2025): 1 mark — awarded to all candidates in 2025 as the correct sequence was absent from the options.

CBSE 2023 (1 mark)

A large part of the Balkan region was under the control of: (a) the Russian Empire (b) the Ottoman Empire (c) the German Empire (d) the Habsburg Empire

THINK FIRST: Which empire was disintegrating in the Balkans through the 1800s?

1. **Step 1 — Recall Section 6's setting:** a large part of the Balkans lay under the Ottoman Empire, whose disintegration let its subject nationalities break away one by one.
   Why: Direct NCERT line.

ANSWER: (b) the Ottoman Empire.

CBSE MARKING SCHEME (2023): 1 mark for the correct option.

Previous Years' Questions — continued

CBSE 2024 (1 mark)

The allegory of the German nation who wears a crown of oak leaves was: (a) Marianne (b) Britannia (c) Union Jack (d) Germania

THINK FIRST: Box 3: oak crown = heroism = which nation's allegory?

1

Step 1 — Symbol to nation: the crown of oak leaves belongs to Germania (the German oak stands for heroism); Marianne is France, Britannia is Britain, and the Union Jack is a flag, not a person.

Why: One symbol settles it.

ANSWER: (d) Germania.

CBSE MARKING SCHEME (2024): 1 mark for the correct option.

CBSE 2020 (1 mark)

The Civil Code of 1804 in France is usually known as: (a) the French Revolutionary Code (b) the Napoleonic Code (c) the European Imperial Code (d) the French Civil Code

THINK FIRST: Whose name is attached to the 1804 Code in every textbook line?

1

Step 1 — Name match: NCERT calls it 'usually known as the Napoleonic Code' — the code Napoleon exported across his empire.

Why: Verbatim recall.

ANSWER: (b) the Napoleonic Code.

CBSE MARKING SCHEME (2020): 1 mark for the correct option.

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Previous Years' Questions — continued

CBSE 2025 (5 marks)

Analyse the role of Giuseppe Mazzini in the unification of Italy.

THINK FIRST: A 5-marker: Introduction, four role-points, conclusion. Mazzini's role is ideological and organisational — say so, and end with the honest limit.

1. **Step 1 — Introduction:** Mazzini, a Genoese revolutionary (Carbonari member, exiled 1831), was the earliest systematic thinker of Italian unification, preaching that nations are the natural units of mankind and Italy must be one unified republic.

   Why: Frame: the prophet of the idea.

2. **Step 2 — He gave the movement its programme:** in the 1830s he put together a coherent programme for a unitary Italian Republic, converting scattered discontent into a defined national goal.

   Why: Role 1 – programme.

3. **Step 3 — He built its organisations:** Young Italy (Marseilles) spread the goal inside Italy; Young Europe (Berne) internationalised it among Europe's youth; secret societies on his model sprang up across Europe.

   Why: Role 2 – organisation.

4. **Step 4 — He kept the cause alive under repression:** his writings and networks sustained the national idea when open politics was impossible — Metternich rated him 'the most dangerous enemy of our social order'.

   Why: Role 3 – persistence.

5. **Step 5 — Conclusion — the limit:** Mazzini inspired and organised the movement, and men he influenced (Garibaldi joined Young Italy in 1833) executed it; but the Italy of 1861 was Victor Emmanuel II's monarchy, not Mazzini's republic — his role was that of ideological founder, not unifier-in-office.

   Why: Balanced close.

ANSWER: Mazzini's role was foundational but indirect: he supplied Italian unification with its ideology (nations as natural units; one Italian republic), its programme, and its organisations (Young Italy, Young Europe), and inspired its executors — though the unification itself was completed by Cavour's diplomacy and Garibaldi's campaigns under a king.

CBSE MARKING SCHEME (2025 pattern): Value points: programme (1) + Young Italy/Young Europe (1) + sustaining the cause/influence on others (1) + Metternich evidence (1) + balanced conclusion on the monarchy outcome (1).

Model Test A — Chapter Test (20 Marks, 40 Minutes)

Instructions: Attempt all questions. Write in the answer structures taught in Section 08. Keys follow the three tests.

Q1. In Sorrieu's first print, the procession of nations is led by: (a) France and Germany (b) the United States and Switzerland (c) Austria and Russia (d) England and Poland [1]

Q2. The Zollverein was formed in the year: (a) 1815 (b) 1821 (c) 1834 (d) 1848 [1]

Q3. Assertion (A): The Treaty of Vienna restored the Bourbon dynasty in France. Reason (R): The Congress aimed to undo most of the changes brought about during the Napoleonic wars. Choose (a)/(b)/(c)/(d) as per the standard Assertion–Reason code. [1]

Q4. What is an allegory? Explain with reference to Germania. [2]

Q5. Describe any three steps taken by the French revolutionaries to create a sense of collective identity among the French people. [3]

Q6. Analyse any three provisions of the Treaty of Vienna of 1815. [3]

Q7. Briefly trace the process of German unification. OR Analyse the role of Bismarck in the unification of Germany. [5]

Q8. Read the source and answer: "The aim of the zollverein is to bind the Germans economically into a nation ... It ought to awaken and raise national sentiment through a fusion of individual and provincial interests." (Friedrich List, 1834) (i) What was the Zollverein? (1) (ii) How would it 'strengthen the nation materially'? (1) (iii) Explain List's political aim in about 40 words. (2) [4]

PIN POINT: Total check: 1+1+1+2+3+3+5+4 = 20 marks. If your Q7 crosses two pages, your points are too fat — compress, don't spill.

Model Test B — Chapter Test (20 Marks, 40 Minutes)

Q1. The breastplate with an eagle worn by Germania symbolises: (a) peace (b) the strength of the German empire (c) freedom (d) a new era [1]

Q2. The Act of Union (1707) created the 'United Kingdom of Great Britain' by uniting: (a) England and Ireland (b) England and Scotland (c) Scotland and Ireland (d) England and Wales [1]

Q3. Assertion (A): Giuseppe Mazzini founded Young Italy and Young Europe. Reason (R): Mazzini believed nations were the natural units of mankind, intended by God. Choose (a)/(b)/(c)/(d) as per the standard code. [1]

Q4. 'A nation's existence is a daily plebiscite.' Who said this, and what does it mean? [2]

Q5. Write a note on the Greek war of independence. [3]

Q6. 'Culture played an important role in creating the idea of the nation in Europe.' Support the statement with three examples. [3]

Q7. Describe the process of unification of Italy. OR Analyse the contributions of Mazzini, Cavour and Garibaldi to Italian unification. [5]

Q8. Read the source and answer: "But Liberty is indivisible! Free men therefore must not tolerate to be surrounded by the unfree …" (Louise Otto-Peters, 1849) (i) Who was Louise Otto-Peters? (1) (ii) What contradiction in the liberal movement is she pointing out? (1) (iii) How did women participate in the nationalist movement despite being denied rights? Answer in about 40 words. (2) [4]

PIN POINT: Total check: 1+1+1+2+3+3+5+4 = 20 marks.

Model Test C — Chapter Test (20 Marks, 40 Minutes)

Q1. Arrange in chronological order: I. Treaty of Vienna II. Greek struggle for independence begins III. Zollverein formed IV. Frankfurt Parliament. (a) I, II, III, IV (b) II, I, III, IV (c) I, III, II, IV (d) IV, I, II, III [1]

Q2. The Congress of Vienna was hosted by: (a) Duke Metternich (b) Otto von Bismarck (c) Count Cavour (d) Friedrich Wilhelm IV [1]

Q3. Assertion (A): After 1871 the Balkans became the most serious source of nationalist tension in Europe. Reason (R): The Balkan states were fiercely jealous of each other and each hoped to gain territory at the expense of the others. Choose (a)/(b)/(c)/(d) as per the standard code. [1]

Q4. Why is Britain's nation-state formation called a 'strange case'? Give two reasons. [2]

Q5. Write a note on the Frankfurt Parliament. [3]

Q6. What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him? (Any three.) [3]

Q7. Why did nationalist tensions emerge in the Balkans? Explain with five points. OR 'Nationalism aligned with imperialism led Europe to disaster in 1914.' Explain the statement. [5]

Q8. Map-based: On an outline map of Europe, locate and label any four: (i) the Kingdom of the Netherlands including Belgium (1815); (ii) Genoa, added to Piedmont; (iii) northern Italy under Austrian control (1815); (iv) the part of Poland given to Russia (1815). (1 mark each) [4]

PIN POINT: Total check: 1+1+1+2+3+3+5+4 = 20 marks.

Model Tests — Answer Keys (value points)

TEST A

Q1 (b). **Q2** (c). **Q3** (a) — restoration was precisely the undoing of Napoleonic changes. **Q4** An allegory expresses an abstract idea through a person/thing; Germania personifies Germany — oak crown = heroism, sword = readiness to fight, broken chain = freedom (any two attributes). **Q5** Any three of: la patrie/le citoyen; tricolour; National Assembly; hymns/oaths/martyrs; uniform laws; abolition of internal customs duties + uniform weights and measures; one national language. **Q6** Any three Vienna provisions (see 5.7). **Q7** 1848 failure → Prussian leadership → Bismarck → wars 1864/1866/1870–71 → Kaiser at Versailles, Jan 1871. **Q8** (i) A customs union of German states (1834). (ii) By protecting interests externally and stimulating internal productivity. (iii) Political aim: bind Germans into one nation and awaken national sentiment by fusing local interests.

TEST B

Q1 (b). **Q2** (b). **Q3** (a) — the belief explains the founding. **Q4** Ernst Renan; a nation survives only by the continuing common will of its people, renewed daily. **Q5** Ottoman rule; struggle from 1821; European support (Byron, Delacroix); Treaty of Constantinople 1832. **Q6** Any three culture examples (see Discuss Q2). **Q7** Mazzini's programme → Cavour/France 1859 → Garibaldi 1860 → 1861 kingdom → Venetia 1866 → Rome 1870. **Q8** (i) A political activist who founded a women's journal and a feminist political association. (ii) Liberals fought for liberty for men while denying it to women. (iii) Women formed political associations, founded newspapers, joined meetings and demonstrations.

TEST C

Q1 (a) — 1815, 1821, 1834, 1848. **Q2** (a). **Q3** (a) — mutual territorial jealousy directly fed the tension. **Q4** Any two: no revolution/sudden upheaval; gradual process; built by English dominance over other nations; identity propagated through symbols. **Q5** See Exercise Q1(d). **Q6** Any three Napoleon changes (see Exercise Q5). **Q7** The five-link Balkans chain (see Discuss Q5) OR imperialism argument with the 1886 map/Britannia evidence. **Q8** Locations as on Image 2: Netherlands on France's north; Genoa on Italy's north-west coast added to Piedmont; Lombardy-Venetia under Austria; Poland's largest part to Russia.

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Smart Memory Mini-Tests — Day 7 and Day 21 (10 Marks Each)

DAY 7 MINI-TEST

Q1. Young Europe was founded by Mazzini at: (a) Marseilles (b) Berne (c) Genoa (d) Paris [1]

Q2. The rays of the rising sun in Veit's Germania signify: (a) heroism (b) freedom (c) the beginning of a new era (d) readiness to fight [1]

Q3. The Kingdom of the Two Sicilies was conquered for Italy by: (a) Cavour's diplomacy (b) Garibaldi's expedition (c) the French army (d) the Frankfurt Parliament [1]

Q4. Ireland was forcibly incorporated into the United Kingdom in: (a) 1707 (b) 1798 (c) 1801 (d) 1848 [1]

Q5. Explain any three features of liberal nationalism in the economic sphere. [3]

Q6. 'The 1848 revolution in France was both a popular revolt and a liberals' revolution.' Explain with two points for each. [3]

DAY 21 MINI-TEST

Q1. 'Das Volk' in Herder's thought means: (a) the folk spirit (b) the common people (c) the national army (d) the mother tongue [1]

Q2. The Silesian weavers' uprising (1845) was directed against: (a) Austrian officials (b) contractors who cut their payments (c) the Zollverein (d) French occupiers [1]

Q3. Venetia joined Italy in: (a) 1859 (b) 1861 (c) 1866 (d) 1870 [1]

Q4. Which of the following was NOT a power at the Congress of Vienna? (a) Britain (b) Russia (c) Prussia (d) Italy [1]

Q5. Write a note on Giuseppe Mazzini. [3]

Q6. Describe the role of women in the nationalist struggles of the nineteenth century. [3]

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Smart Memory Mini-Test — Day 30 (10 Marks) and Mini-Test Keys

DAY 30 MINI-TEST

Q1. The 'Club of Thinkers' caricature (c. 1820) satirises: (a) the Zollverein (b) censorship under the conservative regimes (c) the Frankfurt Parliament (d) Napoleon's Code [1]

Q2. The German Confederation left untouched by the Treaty of Vienna had: (a) 25 states (b) 30 states (c) 39 states (d) 51 states [1]

Q3. Kurpinski's polonaise and mazurka became nationalist symbols in: (a) Greece (b) Poland (c) Italy (d) Serbia [1]

Q4. The German Empire was proclaimed on 18 January 1871 in: (a) the Reichstag (b) the Church of St Paul (c) the Hall of Mirrors, Versailles (d) the Berlin Cathedral [1]

Q5. Define 'plebiscite' in one line. [1]

Q6. Briefly trace the process of German unification. OR Through any two countries, explain how nations developed over the nineteenth century. [5]

MINI-TEST KEYS

Day 7: Q1 (b). Q2 (c). Q3 (b). Q4 (c). Q5: freedom of markets; abolition of state restrictions on movement of goods and capital; demand for a unified economic territory (Zollverein as example). Q6: Popular — food shortages/unemployment drove crowds out, barricades, Louis Philippe fled, right to work + National Workshops. Liberals' — educated middle classes demanded constitution, press and association freedoms, national unification; republic on universal male suffrage proclaimed.

Day 21: Q1 (b). Q2 (b). Q3 (c). Q4 (d) — no unified Italy existed in 1815. Q5: see Exercise Q1(a). Q6: see Exercise Q1(e).

Day 30: Q1 (b). Q2 (c). Q3 (b). Q4 (c). Q5: A direct vote by all the people of a region to accept or reject a proposal. Q6: see Exercise Q4 / Discuss Q3.

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Answer Key — Graded Practice (Section II)

LEVEL 1

L1.1 Frédéric Sorrieu. The first print shows the peoples of Europe and America marching in procession past the statue of Liberty, each nation identified by its flag and costume, with absolutist symbols shattered in the foreground. **L1.2** A plebiscite is a direct vote by all the people of a region on a proposal; Renan calls a nation's existence a 'daily plebiscite' — it survives by its people's continuing will. **L1.3** A customs union of the German states, formed in 1834 at Prussia's initiative; it abolished internal tariff barriers and reduced currencies from over thirty to two. **L1.4** Britain, Russia, Prussia and Austria; hosted by the Austrian Chancellor Duke Metternich. **L1.5** Victor Emmanuel II (Italy, 1861); Wilhelm I (Germany, 1871), proclaimed at Versailles. **L1.6** (a) heroism (b) being freed (c) willingness to make peace.

LEVEL 2

L2.1 La patrie (fatherland) and le citoyen (citizen) presented France as one united community of equal citizens under a constitution — replacing loyalty to a king with loyalty to the nation, the emotional core of collective identity. **L2.2** The reforms arrived without political freedom, while taxation rose, censorship tightened and men were conscripted into French armies; the costs came to outweigh the administrative benefits. **L2.3** Its 831 deputies were overwhelmingly middle-class professionals, businessmen and prosperous artisans; dominated by this class, it resisted workers' and artisans' demands and so lost popular support, leaving it defenceless against monarchy and army. **L2.4** Because, for List, fusing individual and provincial interests through a free economic system was the only means to engender (create) national feeling — sentiment follows shared material interest. **L2.5** After the crushed 1831 rebellion, clergy used Polish for church gatherings and all religious instruction, refusing to preach in Russian despite jail and Siberian exile — making the language itself the flag of resistance. **L2.6** Serfdom and bonded labour were abolished in the Habsburg dominions and in Russia, and the Habsburg rulers granted more autonomy to the Hungarians in 1867.

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Answer Key — Graded Practice (continued)

LEVEL 3

L3.1 (i) It abolished birth-based privilege and established equality before law — one rational law for all. (ii) It secured property rights, encouraging trade and enterprise. (iii) Exported to the Dutch Republic, Switzerland, Italy and Germany with simplified administration and abolition of feudal dues, it outlasted Napoleon's empire itself — peoples kept the Code after expelling the French. **L3.2** Any three: restoration of deposed monarchies (Bourbons in France); a ring of buffer states around France (Netherlands with Belgium, Genoa to Piedmont); rewarding victors with territory (Prussia west, Austria in Italy, Russia in Poland) to balance power; autocratic regimes with censorship to crush liberal ideas. **L3.3** Any three from Discuss Q2 (Delacroix/Greece; Herder/Grimms; Poland's music and language; Sorrieu's and Veit's images). **L3.4** (i) West Europeans revered ancient Greece as the cradle of their civilisation, so its struggle felt personal. (ii) Poets and artists (Byron, Delacroix) mobilised public opinion across borders. (iii) Greeks in exile and European volunteers joined, making it a pan-European cause, ending in recognition in 1832.

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Answer Key — Graded Practice Levels 4–5 and Competency

LEVEL 4 (marking outline)

L4.1 Introduction: two attempts, two directions. From below (1848): elected assembly, constitution, crown offered on parliamentary terms — failed for want of state power and a broad base. From above (1864–71): a state (Prussia) with army and bureaucracy, led by Bismarck, absorbing states through three wars. Conclusion: the method determined the product — an empire shaped by Prussian dominance rather than a parliamentary nation-state. **L4.2** Mazzini: ideology + organisations, kept the cause alive, but no state power. Cavour: state power + diplomacy, won the north (1859) and international cover. Garibaldi: popular-military force, won the south (1860) and mass legitimacy. A strong answer argues decisiveness by counterfactual: remove Mazzini and there is no goal; remove Cavour and Austria is not beaten in 1859; remove Garibaldi and the south stays Bourbon. Any well-defended choice earns full credit. **L4.3** Liberating phase: Greece, Italy, Germany — peoples ruling themselves. Turn: after 1871 nationalism became a narrow creed; Balkan peoples' overlapping claims + Ottoman decay + great-power manipulation produced wars and 1914. Evaluation should note the idea itself did not change its words — its users and ends changed.

LEVEL 5 (marking outline)

L5.1 (a) Poland fits Renan strongly: stateless for over a century, the nation survived purely by daily re-chosen solidarity — language in churches, music, memory — exactly a 'daily plebiscite' with no state to enforce it. (b) The Habsburg Empire fits negatively: it never generated a common will — its peoples' plebiscites, when imagined, pointed to their own nations, not the empire; loyalty to the emperor was habit and coercion, not solidarity. Conclusion: Renan explains survival without a state and failure despite one. **L5.2** For the claim: Sorrieu's print imagines nations before they exist (Germany's flag!); Germania gives the abstraction a lovable face; the unification maps only become drawable after decades of imagining. Against: maps and armies also *made* nations (Bismarck's Germany taught its citizens to be German after 1871; southern Italians had never heard of Italia). Best answers conclude the imagination and the governing were sequential partners, not rivals.

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Answer Key — Competency Sets (Section 14)

COMPETENCY SETS (Section 14)

Set 1: C1.1 The destruction of absolutist (monarchical) institutions — monarchy and tyranny overthrown. C1.2 They were already nation-states by 1848. C1.3 The print is a vision of hope/ utopia, not a record of fact — it depicts the Germany liberals wished to create. C1.4 In 1848 most of the marching 'nations' did not exist as free states, absolutism was intact, and universal fraternity was nowhere in evidence; the print shows the world as Sorrieu wished it, i.e., hope projected as an image.

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Answer Key — Competency (continued)

COMPETENCY SETS 2–5

Set 2: C2.1 To bind the Germans economically into a nation. C2.2 Protecting the nation's interests externally; stimulating internal productivity. C2.3 By fusing individual and provincial interests, a shared economic life makes people feel their common nationhood — sentiment follows interest. C2.4 List's end is political (one strong German nation); the customs union is his chosen instrument — economics serves nation-building.

Set 3: C3.1 Nature's design — men and women are created for different functions/spheres. C3.2 Liberty is indivisible: freedom claimed for only half of humanity is not freedom; free men must not tolerate the unfree around them. C3.3 The property criterion — liberals linked political rights to property for men, yet denied them to property-owning women. C3.4 All three argue from inside liberal values: Welcker uses 'nature' to limit them, Otto-Peters and the reader use liberty and property to extend them — the ideology's promises and limits collide in one source. **Set 4:** C4.1 Because desperate unemployment/job scarcity let contractors dictate terms. C4.2 Higher wages (restoration of fair prices for their cloth). C4.3 E.g., 'The misery of the workers is extreme' and 'taken advantage of by the contractors' — his diction blames the contractors. C4.4 The weavers fought over wages, not nationhood; but their revolt supplied the popular unrest of the 1840s that merged with liberal-national demands in 1848 — the chapter's two revolutions share one fuel: hardship.

Set 5: C5.1 Any two: crown of oak leaves = heroism; sword = readiness to fight; olive branch around sword = willingness to make peace; broken chains = being freed; breastplate with eagle = strength of the German empire; black-red-gold = the 1848 liberal-nationalist flag; rays of rising sun = a new era. C5.2 It was painted to hang in the Church of St Paul, Frankfurt, where the Frankfurt Parliament — the assembly trying to create the German nation — was convened in 1848. C5.3 It declares allegiance to the liberal-nationalist cause and defiance of the dukes — the nation claimed by the people, not granted by princes. C5.4 Veit's Germania (1848) stands upright and hopeful at the revolution's dawn; Hübner's (1850) lies fallen in mourning — between them, the Frankfurt Parliament had failed, its crown been refused, and the monarchies restored.

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Answer Key — Assertion–Reason, Find-the-Error, Map Practice, Active Recall

ASSERTION–REASON

AR1 (a) — the refusal removed the parliament's only route to a constitutional monarchy and directly preceded its collapse. **AR2** (a) — removing barriers and unifying currency created the shared economic life that fed national feeling (List). **AR3** (b) — both statements are true, but R does not explain A; it contradicts its spirit — the denial happened despite the principle. **AR4** (a) — the treaty is precisely the instrument of recognition. **AR5** (a) — resentment of taxation, censorship and conscription turned subjects into national resisters. **AR6** (c) — A is true; R is false (Bismarck had no such role in 1848; he rose later through Prussian service). **AR7** (c) — A is true; R is false (Russian was imposed; Polish was driven out of schools). **AR8** (b) — both true, but Ottoman control alone does not explain the tension; disintegration, romantic nationalism, mutual jealousy and great-power rivalry do (this matches the official CBSE 2024 key pattern). **AR9** (a) — statues were erected because personification gave the nation a concrete, lovable form. **AR10** (b) — both true; the general aim (R) does not by itself explain this specific exception, which the powers found convenient to retain.

FIND THE ERROR

FE1 Three errors: Naples → **Genoa**; 1807 → **1805**; Rome → **Marseilles** (where Young Italy was founded). **FE2** Austria's initiative → **Prussia's initiative** (and it *reduced* currencies to two). **FE3** Berlin 1849 / William I → **Frankfurt (Church of St Paul), 1848 / Friedrich Wilhelm IV**. **FE4** 1861 / three thousand → **1860 / about thirty thousand**. **FE5** Belgium to France → **Belgium joined to the Netherlands; northern Italy (Lombardy) to Austria, not Prussia**. **FE6** Peace/trade → **heroism / readiness to fight**. **FE7** French poet, Italy, 1832 → **English poet, Greece, died of fever in 1824**. **FE8** Cavour founded Young Italy → **Mazzini founded Young Italy; Cavour was neither a revolutionary nor a democrat**. **FE9** Ireland 1707 → **Scotland, 1707; Ireland was incorporated in 1801**. **FE10** Ruled by Russia → **largely ruled by the Ottoman Empire** (tension had several causes).

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Answer Key — Map Practice and Active Recall

MAP PRACTICE (Section: Map Practice page)

Task 2 answer: France's neighbours in 1815 — the Netherlands, the German states/Prussia, Switzerland, Piedmont-Sardinia (with Genoa) and Spain. The ring was designed to contain France and prevent any future French expansion or revolutionary outbreak. Tasks 1, 3, 4, 5: check against Images 2, 7, 8 and the Balkans map in 5.20 — every feature labelled there is the marking standard.

ACTIVE RECALL (Section 18)

R1 The United States and Switzerland — already nation-states by 1848. **R2** A nation is a large-scale solidarity built on common glories in the past and a common will in the present — a daily plebiscite. **R3** Any four: la patrie/le citoyen; tricolour; National Assembly; hymns, oaths, martyrs; uniform laws; abolition of internal customs duties and uniform weights/measures; common language. **R4** It abolished tariff barriers between member states; it reduced the number of currencies (from over thirty to two). **R5** Duke Metternich of Austria; Britain, Russia, Prussia, Austria. **R6** Young Italy — Marseilles; Young Europe — Berne. **R7** Treaty of Constantinople, 1832. **R8** 18 May 1848; 1860; 18 January 1871, Versailles. **R9** Denmark 1864, Austria 1866, France 1870–71. **R10** Venetia (1866); Rome/the Papal States (1870).

P1 An allegory expresses an abstract idea through a person or thing; Germania is Germany drawn as a woman, her attributes (oak crown, sword, broken chain) carrying the symbolic meanings. **P2** Because liberals tied political rights to property and independence: voting was restricted to property-owning men; women were legally minors under fathers/husbands — equality before law stopped short of equal political rights. **P3** Shared markets fuse individual and provincial interests; people who trade, travel and prosper together begin to feel they are one nation (List). **P4** Because Britain's nation-state arose gradually, without revolution, through the dominance of one nation (England) over others and the propagation of its culture and symbols — unlike the revolutionary or war-driven paths elsewhere. **P5** Ottoman disintegration + romantic nationalism → subject peoples break away claiming historic lands → neighbouring states' claims collide (jealousy) → great powers back rival clients for their own imperial aims → Balkan wars → the 1914 spark ignites a general war.

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Revision Card — Chapter 1 on One Page

The chapter in four sentences

Before 1800 Europe was a patchwork of dynastic states and multi-national empires whose peoples felt no common national identity. The French Revolution (1789) invented the modern nation — citizens, symbols, uniform laws and language — and Napoleon spread both its code and the resistance to it. After 1815 conservatism (Vienna) tried to freeze the old order, but liberal nationalism, carried by the middle classes and armed with culture, kept breaking through (1830, Greece 1832, 1848). When parliaments failed, states succeeded: Prussia's Bismarck unified Germany (1871) and the Mazzini–Cavour–Garibaldi sequence unified Italy (1861–70), while Britain grew gradually by English dominance; then nationalism turned narrow and imperial, and the Balkans lit the fuse of 1914.

The six dates that carry the chapter

1789 Revolution • **1804** Napoleonic Code • **1815** Vienna • **1834** Zollverein • **1848** Revolutions & Frankfurt • **1871** German Empire (Italy: king 1861, Rome 1870; Greece: 1832)

The people in one line each

Sorrieu — painted the dream (1848). **Renan** — defined the nation (daily plebiscite). **Metternich** — hosted Vienna, feared Mazzini. **Mazzini** — Italy's prophet (Young Italy/ Europe). **List** — economics as nation-building. **Herder & the Grimms** — the folk soul. **Byron** — died for Greece (1824). **Bismarck** — Germany's architect. **Cavour** — Italy's diplomat. **Garibaldi** — Italy's sword (Red Shirts). **Victor Emmanuel II / Wilhelm I** — the two crowns of 1861/1871.

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Revision Card — Symbols, Checklist and Credits

Symbols chant (Box 3)

Broken chains — freedom • Eagle breastplate — imperial strength • Oak crown — heroism • Sword — readiness to fight • Olive branch on sword — willingness for peace • Black-red-gold — 1848 liberals • Rising sun — new era.

Exam-eve checklist

☐ Every long answer: Introduction → points → conclusion ☐ Italy dates (1859/1860/1861/1866/1870) vs Germany dates (1864/1866/1871) not mixed ☐ Mazzini = idea, Cavour = diplomacy, Garibaldi = sword ☐ Vienna: Metternich, 1815, restore + contain ☐ Balkans answer has all five links ☐ Germania's seven symbols by heart

IMAGE CREDITS: All paintings, portraits, prints and maps in this chapter are public-domain works reproduced from **Wikimedia Commons**: Sorrieu, *The Pact Between Nations* (1848); Philipp Veit, *Germania* (1848); Julius Hübner, *Germania* (1850); after Lorenz Clasen, *Germania Guarding the Rhine* (1860); Eugène Delacroix, *Liberty Leading the People* (1830) and *The Massacre at Chios* (1824); portraits of Mazzini, Cavour, Garibaldi (photograph, 1866) and Bismarck (Lenbach); the Frankfurt Parliament in St Paul's Church (1848); Anton von Werner, *Proclamation of the German Empire* (1885 version); Carl Wilhelm Hübner, *The Silesian Weavers* (1844); 'Right Leg in the Boot at Last' (Punch); *Imperial Federation Map of the British Empire* (1886); historical atlas maps of Europe 1815, Italy and Germany (Shepherd); Lejean's ethnographic map of the Balkans (1861).

History Chapter 1 complete. You did not memorise dates — you saw the pictures, followed the causes, and understood the change.

Next: History Chapter 2 — Nationalism in India, in the same 8D format. • KalviYogi • Social Science – Beyond the Dates • 369 Tesla × KalviYogi • © Edunivra Pvt Ltd