Name of the teacher and School: Ragitha P R

Bharatiya Vidya Bhavan, Manvila, Thiruvananthapuram

Subject and chapter name   : History, Rise of Nationalism in Europe

Question 1

Core Concept   : A New conservatism after 1815

Expected learning outcome   : Identify the role played by conservatives during 19th century

Typology   : Assertion and Reason

1. Assertion (A): Conservatives believed in freedom for the individual and equality for all.
   Reason (R)   : They realized that modernization could in fact strengthen traditional institutions like the monarchy Options:
   a. Both A and R are true , and R is the correct explanation of A
   b. Both A and R are true , but R is not the correct explanation of A
   c. A is true but R is false
   d. A is false but R is true

Answer: d.   A is false but R is true

Question 2

Core Concept   : Visualizing the Nation

Expected learning outcome   : Understand how the nations are visualized through symbols

Typology   : Choose the correct answer (MCQ)

2. Which of the following artists painted the image of Germania?
   a. Philip Veit   b. Frederic Sorrieu   c. Ernst Renan   d. Richard M Hoe

Answer: a. Philip Veit

Question 3

Core Concept   :   The French Revolution and the idea of the Nation

Expected learning outcome   :   Critically think about how the advent of the idea of Nationalism came in Europe

Typology   : Identification

3. Study the picture and answer the following question

Each letter dropping out of Napoleon's bag bears –

a. The name of the territories he lost
b. The name of the territories he conquered
c. The names of his soldiers
d. The names of those who had these letters

Answer: a.   The name of the territories he lost

Question 4

Core Concept   :   Nationalism and Imperialism

Expected learning outcome   : Critically analyze the Balkan problem

Typology   : Assertion and Reason

4. Assertion (A) : The Balkan states were fiercely jealous of each other.
   Reason (R)   : This led to series of war in the region and finally the First World War
   Options:
   a.   Both A and R are true , and R is the correct explanation of A
   b.   Both A and R are true , but R is not the correct explanation of A
   c.   A is true but R is false
   d.   A is false but R is true

   Answer : a. Both A and R are true , and R is the correct explanation of A

Question 5

 Core Concept   :   Frederic Sorrieu's utopian vision (Introduction)

Expected learning outcome   : Understand the utopian vision

Typology   : Case Based Question. Page no. 3

5. Read the given source and answer the questions that follows.

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', as he called them. The first print of the series, 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. As you would recall, artists of the time of the French Revolution personified Liberty as a female figure – here you can recognize the torch of Enlightenment she bears in one hand and the Charter of the Rights of Man in the other. On the earth in the foreground of the image lie the shattered remains of the symbols of absolutist institutions. In Sorrieu's utopian vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume.

a) What do you mean by a 'utopian vision'?
   Ans: A vision of a society that is so ideal that it is unlikely to actually exist.
b) Why are people in the painting shown marching in a long train, and offering homage to the statue of liberty as they pass by it?
   Ans: In Sorrieu's painting, the people are the symbol of distinct nations which are grouped together to achieve freedom.
c) What do you mean by an 'absolutist'?
   Ans : A government or system of rule that has no restraints on the power exercised. In history, it refers to a form of monarchical government that was centralized, militarized and repressive

Name of Teacher   : Sindhu Santhosh, Bharatiya Vidya Bhavan's S. Ramakrishnan Memorial Public School, Akamala, Thrissur

Subject   : History/ Unit 1 – The Rise of Nationalism in Europe

Core Concept   : The French Revolution and the idea of Nation

Learning Outcome: Identify the importance of French Revolution that could create a sense of collective identity among the people.

Typology   : Assertion and Reason

Q1. In the questions given below there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct options. Options are:

   a. Both (A) and (R) are true and (R) is the correct explanation of (A)
   b. Both (A) and (R) are true but (R) is not the correct explanation of (A)
   c. (A) is correct but (R) is wrong
   d. (A) is wrong but (R) is correct

   Assertion (A): The first clear expression of Nationalism came with the French Revolution in 1789.

Reason(R): France was a democracy in 1789.

Ans) Option C

Core Concept : Visualising the Nation

Learning Outcome : Identify the role played by the allegories for the creation of Nation State.

Typology : Identification

Q2. Identify the picture and answer the question that follows:

Which of the following aspect **BEST SIGNIFIES** this image of Germania?

a. Heroism and Justice   b. Folk and Cultural Tradition

c. Austerity and Asceticism   d. Revenge and Vengeance

Ans) Option A

Core Concept : Why did liberal Nationalism stand for

Learning Outcome : Critically Analyse the role played by liberals

Typology : Choose the correct option (MCQ)

Q3. A merchant travelling from Hamburg to Nuremberg in the first half of the 19th century had to pass through how many custom barriers to sell his goods?

a. 11   b. 9

c. 10   d. 20

Ans) Option A

Core Concept : The French Revolution and the idea of Nation

Learning Outcome : Identify the importance of French Revolution that could create a sense of collective identity among the people.

Typology   **:** Analysing the statement

Q4. Analyse the given information below, considering one of the following options.

While it is easy enough to represent a ruler through a portrait or a statue, how does one go about giving a face of Nation? Artist in the 18th and 19th centuries found a way out by personifying a nation. In other words, they represented a country as if it were a person.

a. Portrait of a Nation   b. Idol of a Nation

c. Personification of a Nation   d. Visualising the Nation

Ans) Option D

Core Concept   **:** A new conservatism after 1815

Learning Outcome   **:** Understand the spirit of conservatism

Typology   **:** Source Based

Q5. Read the given source and answer the questions that follows.

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society – like the monarchy, the church, the social hierarchies, property and family – should be preserved. Most conservatives, however, did not propose a return to the society of pre - revolutionary days. Rather they realise, from the changes initiated by Napoleon,

that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and strong.

5.1 What was the predominant ideology among European Governments after Napoleons defeat?

Ans) The spirit of conservatism arose among the European Governments after the defeat of Napoleon in 1815.

5.2 What did conservatives believe should be preserved in society?

Ans) Established, traditional institutions of state and society – like the monarchy, the church, the social hierarchies, property and family – should be preserved in society.

5.3 How did conservatives view the relationship between modernisation and traditional institutions?

Ans) They realised that modernisation, as seen through the changes brought about by Napoleon, could actually strengthen traditional institutions like the monarchy and make state power more effective and strong.

Name of the Teacher and School: **Jyothilakshmi P T**

                                             Bhavans Vidya Mandir, Kolaikkad, Mannapra

Subject & Chapter   : History, Rise of Nationalism in Europe

Q1

Core Concept   : Napoleonic code of 1804

Expected Learning outcome   : Administrative measures

Typology   : Assertion -Reason

There are two statements marked as Assertion(A) and Reason(R). Read both the statements and choose the correct option as your answer:

Assertion(A): Napoleons French Army brought democracy and accountability in governance across Europe by 1804

Reason(R): Napoleon simplified administrative divisions abolished the feudal system and freed peasants from serdom and manorial dues.

Options:

(a) Assertion (A) is true, but Reason (R) is false

(b) Assertion (A) is false, but Reason (R) is true

(c) Both Assertion (A)and Reason (R) are true and Reason(R) is the correct explanation for A.

(d) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation for A.

Answer: (b)

Q2

Core Concept   : The Revolution of the liberals

Expected Learning outcome   : Understand the Revolution of the liberals

Typology : MCQ

Friedrich Wilhelm IV, King of Prussia rejected the German crown because

(a)He was not a German himself

(b) The Parliament was dominated by the members of the elite class

(c) German nation was to be headed by a monarchy subject to parliament

(d) Conservative forces were losing their control over Germany

Answe : (c)

Q 3

Core Concept : New Conservatism after 1815

Expected Learning outcome : Analyse the features of autocratic regimes.

Typology : Identication

The conservative regimes set up in 1815 were autocratic. Which one is not the feature of these regimes?

i. They were intolerant to criticism.
ii. They sought to curb activities that questioned the legitimacy of autocratic government.
iii. Most of them imposed censorship laws to control the ideas of liberty and freedom associated with the French Revolution.
iv. A wave of economic nationalism strengthen the wider nationalist sentiments growing at the time.

(a) Answer:- (iv)

Q 4

Core Concept : The making of Germany & Italy

Expected Learning outcome : Identify the correct pair

Typology : Identification

Choose the correctly matched pair:

(a) Lord Byron   - Spanish poet
(b) Johann Gottfried Herder   - French Philosopher

(c) Friedrich Bismarch   - King of Belgium
        (d) Otto Von Bismarch   - Unification of Germany

Answer :-   (d)

Q 5

3.a. Core Concept   : The Revolutionaries

3.b. Expected Learning outcome   : comprehend the role of
revolutionaries

3.c. Typology   : Source based

During the years following 1815 the fear of repression drove many liberal - nationalist underground. Secret societies sprang up in many European States to train revolutionaries and spread their ideas. To be Revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress and to fight for liberty and freedom. Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom.

(A) Who was the host of Congress of Vienna -1815?

(B) Revolutionaries formed secret societies to achieve what objectives?

(C) When did the Treaty of Vienna take place and who were the participants?

Answers (1) Duke Metternich (2) To train revolutionaries and spread their ideas (3) In 1815 Britain,Russia,Prussia and Austria.

BHARATIYA VIDYA BHAVAN'S
GIRDHARDAS MOHOTA VIDYA MANDIR, HINGANGHAT, WARDHA

1. Name of the Teacher : Satish Ashok Sonone
2. Subject   : Social Science (History)
3. Name of the Lesson   : Chapter 1 - The Rise of Nationalism in
                                        Europe

Question 1:
Core Concept: Nationalism and the emergence of nation-states in the 19th century in Europe.

(A) During the nineteenth century, nationalism emerged as a significant force in Europe.

(R) The emergence of nationalism led to the replacement of multi-national dynastic empires with nation-states, characterized by a shared sense of identity among the majority of their citizens.

a) Both A and R are true, and R is the correct explanation of A.

b) Both A and R are true, but R is not the correct explanation of A.

c) A is true, but R is false.

d) A is false, but R is true. Ans: a) Both A and R are true, and R is the correct explanation of A.

Question 2:

Core Concept: The impact of the French Revolution on creating a collective identity in France.

Learning Outcome: Understanding the measures introduced by the French revolutionaries to foster a sense of collective identity among the French people.

Typology of question: Assertion and Reasoning (A/R) type question.

(A) The French revolutionaries introduced measures such as la patrie and le citoyen, a new flag, and a centralised administrative system to foster a sense of collective identity among the French people.

(R) The French Revolution aimed to establish a hereditary monarchy and promote regional dialects to preserve cultural diversity.

a) Both A and R are true, and R is the correct explanation of A.

b) Both A and R are true, but R is not the correct explanation of A.

c) A is true, but R is false.

d) A is false, but R is true.

Ans: b) Both A and R are true, but R is not the correct explanation of A.

Question 3:

Core Concept: Role of secret societies and individuals in the promotion of nationalist ideals and actions.
Learning Outcome: Understanding the significance of Giuseppe Mazzini, his vision for Italy, and the reaction of conservatives to his ideas. Typology of question: Match Column A to Column B.

Column A:

1. Secret societies and underground revolutionaries
2. Giuseppe Mazzini's beliefs and actions
3. Mazzini's vision for Italy
4. Reaction of conservatives, including Metternich, to Mazzini

Column B:

A.   Frightened by Mazzini's relentless opposition to monarchy and his vision of democratic republics.
B.   Saw the creation of nation-states as a necessary part of the struggle for freedom.
C.   Believed that nations were the natural units of mankind and advocated the unification of Italy into a single unified republic.
D.   Sprang up in many European states to train revolutionaries and spread their ideas, with Mazzini being one of the key figures.

Options:
   a) 1-D, 2-C, 3-B, 4-A
   b) 1-B, 2-A, 3-C, 4-D
   c) 1-D, 2-C, 3-A, 4-B
   d) 1-B, 2-A, 3-D, 4-C

Ans: a) 1-D, 2-C, 3-B, 4-A

Case Study

Like Germany, Italy too had a long history of political fragmentation. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire. During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by

an Italian princely house. The north was under Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon kings of Spain. Even the Italian language had not acquired one common form and still had many regional and local variations. During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic. He had also formed a secret society called Young Italy for the dissemination of his goals. The failure of revolutionary uprisings both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war. In the eyes of the ruling elites of this region, a unified Italy offered them the possibility of economic development and political dominance.

Question 4:

Core Concept: The challenges faced by Italy in terms of political and linguistic fragmentation during the mid-nineteenth century.

Learning Outcome: Understanding the historical context of Italy's political and linguistic diversity in the 19th century and its implications for the unification process. Typology of question: Multiple-choice question.

In the mid-nineteenth century, what were the major challenges Italy faced in terms of political and linguistic fragmentation?

a)   Italy was divided into seven states, each ruled by Italian princely houses, and the Italian language had a single, unified form.

b)   Italy was united under the rule of King Victor Emmanuel II, eliminating political fragmentation, but linguistic variations persisted.

c)   Italy was divided into seven states, and the Italian language had not acquired a single common form, with regional and local variations.

d)   Italy was a single, unified state under the Pope's rule, but linguistic variations were significant.

Ans: c) Italy was divided into seven states, and the Italian language had not acquired a single common form, with regional and local variations.

Question 5

Core Concept: The formation of the British nation-state and its impact on Scotland and Ireland during the 18th and 19th centuries.

Column A:

i. Formation of the British nation-state

ii Act of Union (1707) between England and Scotland iii.
Suppression of Scotland's distinctive culture

iv. Incorporation of Ireland into the United Kingdom in 1801

Column B:

A. England's growing wealth, importance, and power

B. Imposition of English influence on Scotland

C. Suppression of Catholic revolts

D. Dominance of the English culture in the new 'British nation'

Options:
   a) i-A, ii-B, iii-B, iv-C
   b) i-B, ii-A, iii-C, iv-D
   c) i-C, ii-D, iii-A, iv-B
   d) i-B, ii-C, iii-D, iv-A

Ans: i-B, ii-A, iii-C, iv-D