

## CBSE NCERT Solutions for Class 10 Social Science Chapter 1

### Activity

Q.1. Does the given image depict a utopian vision?



### Solution:

1. This image is a print by Federic Sorrieu, which depicts the dream of the Worldwide Democratic and Social Republics - the pact between Nations.
2. Yes, this image depicts a Utopian vision which means it is something idealistic. This French artist through this image was visualising the peoples of Europe and Americas are marching and offering respect to the Statue of Liberty.
3. In Sorrieu vision, people are grouped of different nations through their distinct flags and national costumes. This is a utopian image as in 1848, the German people are shown with a common flag, although actually they were a number of different states at that time.
4. It is the feeling of oneness and nationalism that grew greatly in the nineteenth century that is depicted in this image.

## Discuss

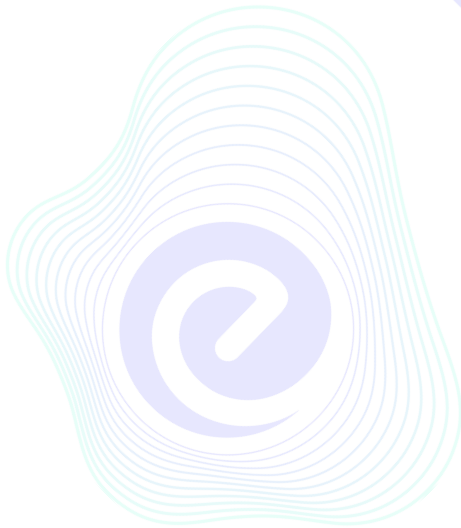
Q.1. According to Ernst Renan, list the attributes of a nation. Why in his view nations are important?

**Solution:** Ernst Renan a French philosopher, who in a lecture at University of Sorbonne in the year 1882, outlined the understanding of a 'Nation'. According to him the attributes of a nation are as follows—

- (a) A nation is formed with people common social capital, shared glories and great deeds together of the past and common will.
- (b) Nation is a large scale solidarity. Inhabitants of a nation have the right to be consulted in reference of large scale solidarity.
- (c) The existence of a nation is not only a good thing but moreover a necessity.
- (d) A nation has never had any real interest in annexing or holding on to a nation against its will.

According to Ernst Renan, Nation is important because:

Existence of a nation is a guarantee of liberty. If nation as an idea ceases to exist, liberty of mankind will be lost in the world with one law and one master.



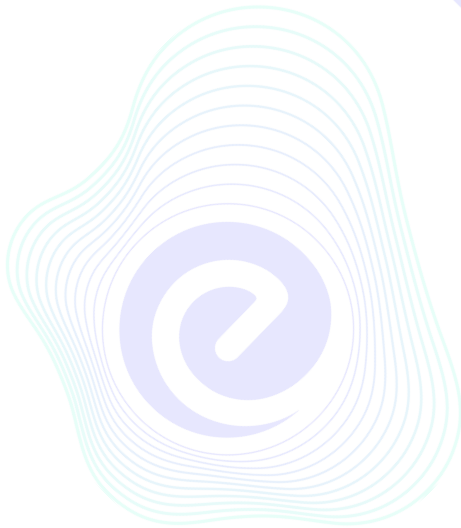
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**Discuss**

Q.1. Describe the political ends that Friedrich List hopes to achieve through economic measures.

**Solution:**

1. Economists like Friedrich List began to think in unifying national economy. They believed in how a nation's economy shapes could help forge political unity.
2. Hence, he advocated that, Zollverein is a much-needed way to bind Germans into a nation. Zollverein can be understood as a custom union. It was formed at the initiative of Prussia and joined by most of the German states. This union removed internal tariff barriers and reduced the over thirty currencies to two currencies.
3. Besides this, the aim of the union was to bind the Germans economically into a nation by strengthening the nation economically through its protection of interests externally and increasing its internal productivity.
4. According to List, Zollverein was an effective way of boosting national sentiments with combination of individual and state interests.



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## Discuss

Q.1. Look at the picture given and answer the following question.



What is the cartoonist trying to depict from the cartoon?

**Solution:** The cartoonist is trying to depict the conservative regimes of 1815 which were autocratic in nature.

This image is called "The Club of Thinkers". But on the contrary to the name given, these leaders were autocratic rulers who did not entertain any dissent or criticism of their governments. Hence, the mouth of most leaders in the image are taped. So that they cannot speak up. These conservative rulers were against liberalism and individual freedom.

Hence, this time of European history sees also very strict censorship laws which restricted the freedom and liberty of press and expression.

## Discuss

Q.1. Discuss the importance of language and popular traditions in the creation of national identity during 19<sup>th</sup> century Europe.

### Solution:

- The spread of nationalism did not only happen with territorial wars and imperialism. Culture and language played a crucial part in strengthening the creation of national identity.
- Language played a very important role in the creation of national Identity. Grimm's brothers, namely Jacob and Wilhelm Grim, born in Hanau, a German city, wrote 'Fairy Tales' which became popular among children and adults. They brought the folk-tales to the public through their creations in the German language which empowered the sentiments of the people to achieve freedom of the press.
- The Grimm brothers attempted to oppose French domination that was a danger to German culture. They did a lot of work for the improvement of the German language and the creation of German Nationality in reference to personality.
- They also published a 33 volume dictionary of German language which was moreover a more extensive exertion to contradict French mastery. Poems, music, stories, folk dances, society moves, etc are means that create the idea of a nation. Besides, it helps to express and form national feelings through the creation of a shared legacy and common culture. Collective identity among the French people was created by the French revolutionaries by discouraging local dialects and empowering French.
- The use of vernacular language in Poland became helpful in the dissemination of modern nationalist sentiments among the huge uneducated population. After the Russian occupation, the Polish language was forced out and the Russian language was imposed everywhere. Due to some reasons, Polish came into use for a church gathering and lecturing and in due course, Polish came to be seen as a symbol of the struggle against Russian domination.



**Discuss**

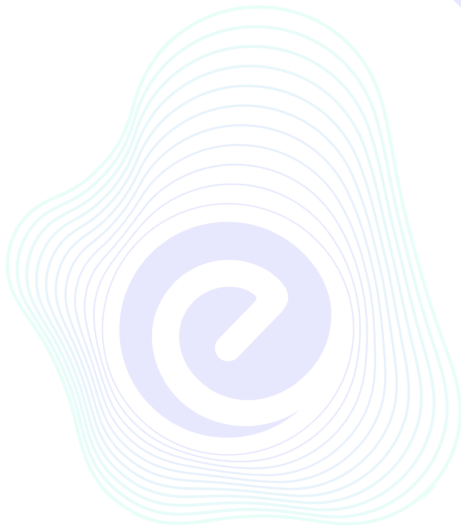
Q.1. Describe the cause of the Silesian weavers' uprising. Comment on the viewpoint of the journalist.

**Solution:**

The cause of the Silesian weaver's uprising and rebellion was the cheating of the weavers by the contractors. In 1845, weavers raised a revolt against the contractors who supplied them raw materials to weave materials in the form of a finished product. The contractors drastically reduced their instalments.

According to the journalist, the weaver's crowd reached the house of the contractor and demanded higher compensation. They were not treated well, so a group of the crowd entered the contractor's house forcibly and destroyed the furniture and the window panes.

This shows that the viewpoint of Wilhelm Wolff for this uprising was biased and unsympathetic against the weavers and was in the favour of the contractor. The writer did not understand the root cause of the rebellion. He did not understand the situation of poverty and the sufferings of the weavers.



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## Discuss

Q.1. Source C: The liberal politician Carl Welcker, an elected member of the Frankfurt Parliament, expressed the following views: ‘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 ... Do we require any further proof that given such differences, equality between the sexes would only endanger harmony and destroy the dignity of the family?’ Louise Otto-Peters (1819 – 95) was a political activist who founded a women’s journal and subsequently a feminist political association. The first issue of her newspaper (21 April 1849) carried the following editorial:

‘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? When asked this question, they would all too easily respond with a “Yes!”, though 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 being surrounded by the unfree ...’ An anonymous reader of the same newspaper sent the following letter to the editor on 25 June 1850:

‘It is indeed ridiculous and unreasonable to deny women political rights even though they enjoy the right to property which they make use of. They perform functions and assume responsibilities without however getting the benefits that accrue to men for the same ... Why this injustice? 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?’

Q.1.1. Compare the positions on the question of women’s rights voiced by the three writers cited above. What do they reveal about liberal ideology?

**Solution:** The liberal politician Carl Welcker, an elected member of the Frankfurt Parliament, says that:

(i) Woman is weaker than man and her sphere is the home where she keeps children and does household duties such as cooking, washing and cleaning, etc.

(ii) Equality between the genders or woman and man would as only endanger harmony and destroy the respect of the family.

(iii) According to Louise Otto-Peters, a political extremist and founder of a woman's journal and a women's activist political association, Men who attempt to gain freedom and liberty for all do not comply with this, but their untiring endeavours are intended for the welfare of only men.

She advocated that liberty cannot be separated among men and women.

An Anonymous author says that:

(i) It is an injustice to discriminate against women on the basis of gender.

(ii) The women should not be deprived of the right to vote while an uneducated man has given the right to vote.

(iii) The above discussion shows that Louise Otto-Peters and the anonymous writer favour woman on the basis of rights of liberty and equality.

(iv) The first writer does not favour woman's rights of liberty and equality.

## Activity

Q.1.



Describe the caricature. How does it represent the relationship between Bismarck and the elected deputies of Parliament?

What interpretation of democratic processes is the artist trying to convey?

### Solution:

The caricaturists are trying to depict the true nature of conservative monarchies of the 19<sup>th</sup> century Europe, which did not allow the ideas of liberalism and individual freedom to flourish.

In the picture the club has thinkers, but they do not have the power to express their thought. This is the right way to depict that the people did not have the freedom of speech or freedom of the press.

The caricature depicts Bismarck, Chancellor of Germany as holding a whip (meaning that he is a ruthless man ruling with an iron hand) while leading the Parliament.

The deputies who were elected are afraid of him and so are hiding under their tables. The caricature depicts the dominance of Bismarck over the delegates and how he despised liberalism and parliamentary gatherings.

The artist is trying to convey that the democratic process in Germany was exceptionally shallow and the roots of constitutionalism were poor.



**Activity**

Q.1.

***Italy after unification.***

Look at the given image and answer the following question.

Do you think that the people living in any of these regions thought of themselves as Italians?

**Solution:**

1. In 1858, Italy was divided into seven states, with the North being under the Austrian Habsburgs, the centre being ruled by the Pope and the Southern regions being under Spain's domination.
2. Only one state, Sardinia-Piedmont was ruled by an Italian princely house. The Italian language also had not acquired a common form and had many regional and local variations.
3. So people living in these locales, except Sardinia -Piedmont, would not have thought of themselves as Italians.

**Activity**

Q.2.



*Italy after unification.*

The map shows the year in which different regions become part of a unified Italy.

- 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?

**Solution:**

1. The first regions to become a part of unified Italy in 1858 were Savoy Sardinia followed by the Northern states.
2. The final region to connect was the Papal State in 1870.
3. The largest number of states joined was in the year 1860.
4. In 1867, Garibaldi led an army of volunteers to Rome to fight the last obstacle to the unification of Italy, the Papal States where a French garrison was stationed.

## Activity

Q.1.



### *Italy after unification.*

The map shows the year in which different regions become part of a unified Italy.

The artist has portrayed Garibaldi as holding on to the base of the boot so that the King of Sardinia-Piedmont can enter it from the top.

**Look at the map of Italy. What statement is this caricature making?**

**Solution:**

1. The base of the boot symbolises the Kingdom of the Two Sicilians, which lay in the southernmost part of the Italian peninsula.
2. Garibaldi had won this kingdom and handed it over to King Victor Emmanuel II.
3. This cartoon signifies the unification of Italy and Garibaldi's role in it.

## Activity

Q.1.

### BOX 3:-

Attribute	Significance
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 and gold tricolour	Flag of liberal-nationalists in 1848, banned by the Dukes of the German states
Rays of the rising sun	Beginning of a new era

With the help of the chart in Box 3 above, identify the attributes of Veit's Germania and interpret the symbolic meaning of the painting. In an earlier allegorical rendering of 1836, Veit had portrayed the Kaiser's crown at the place where he has now located the broken chain.

**Explain the significance of this change.**

**Solution:**

1. The symbolic meaning of the painting is that the German country has emerged.
2. The female figure of Germania is an allegory of the German country. All the attributes of the German country can be seen in the portrayal as given in Box 3.
3. The replacement of the Kaiser's crown with the broken chain means that the German country is presently free from the dictatorial monarchical rule.



**Write in brief**

Q.1. Write a note on Giuseppe Mazzini.

- Solution:**
1. Giuseppe Mazzini was an Italian. He was born in Genoa in 1807. He became a member of the secret society of the Carbonari.
  2. At the age of 24, he was sent into exile in 1831, for attempting a revolution in Liguria. He subsequently established two more underground societies - Youthful Italy in Marseilles and Youthful Europe in Berne whose members were like-minded young men from Poland, France, Italy and the German States.
  3. Mazzini accepted that God had intended nations to be the natural units of mankind.

Q.2. Write a note on Count Camillo de Cavour.

- Solution:**
1. He was the chief minister of Sardinia-Piedmont state. He led the development to unify the regions of Italy. He was neither a progressive nor a democrat. Like numerous other wealthy and educated members of the Italian elite, he spoke French much better than he did Italian.
  2. He engineered a careful diplomatic union with France with the help of which Sardinia-Piedmont succeeded in overcoming the Austrian strengths in 1859.
  3. This consequently made a difference to free the northern part of Italy from the Austrian Habsburgs.

Q.3. Write a note on the Greek War of Independence.

- Solution:**
- It was an event that assembled nationalist sentiments among the educated elite across Europe. Greece had been a part of the Ottoman Empire since the 15<sup>th</sup> century. The development of revolutionary nationalism in Europe started off a struggle for freedom among the Greeks which started in 1821.
  - Nationalists in Greece got support from other Greeks living in exile and also from numerous Western Europeans who had sympathies for the old Greek culture.

Q.4. Write a note on Frankfurt Parliament.

- Solution:**
1. All those political associations existing in the German region whose members were middle-class professionals, businessmen and prosperous artisans, formed an all-German National Assembly.
  2. Its first meeting was held in 18 May 1848 in the Church of St. Paul at Frankfurt where 831 elected agents walked in a festive procession to take their places. They drafted a constitution for a German country to be headed by a government subject to a parliament.
  3. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, Ruler of Prussia, he rejected it and joined other rulers to contradict the elected assembly.

Q.5. Write a note on the role of women in nationalist struggles.

- Solution:** Role of women in nationalist struggles is as follows:
- Opposition movements were organised by women demanding equal political rights.
  - Women of the liberal middle classes demanded for constitutionalism with national unification.
  - Demands for the creation of a nation-state on parliamentary principles – freedom of association, freedom of the press and a constitution were put across.
  - Women participated in the liberal movements in Germany.
  - Women had taken part in demonstrations, political meetings, founded newspapers, and formed their own political associations.

## Discuss

Q.1. Explain what is meant by the 1848 Revolution of the Liberals. What were the political, social and economic ideas supported by the Liberals?

**Solution:** The 1848 revolution was led by the educated middle classes along with the poor, unemployed starving peasants and workers in Europe. In certain parts of Europe such as Germany, Italy, Poland and the Austro-Hungarian Domain, men and women of the liberal middle classes came together to push their demands for the creation of nation-states based on parliamentary principles.

The political, social and economic ideas supported by the liberals were: Politically, they demanded constitutionalism with national unification. They needed the creation of a nation-state with a written constitution and parliamentary administration.

Socially, they needed society to get rid of its class-based partialities and birth rights. Serfdom and bonded labour had to be abolished. Economically, they needed freedom of markets and right to property. Abolition of state imposed restrictions on the developments of products and capital.

Q.2. Choose three examples to show the contribution of culture to the growth of nationalism in Europe.

**Solution:** Romanticism was a cultural movement that looked to develop a particular frame of nationalist sentiment. Romantic artists and poets focused on emotions, intuition and magical feelings as their exertion was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation.

Folk songs, dances and poetry were regarded as the true spirit of the country. So collecting and recording the different forms of folk culture was important for building the national consciousness.

The language also played an important role in developing nationalist assumptions. After the Russian invasion, the Polish language was forced out of schools and the Russian language was imposed everywhere. After the failure of an armed rebellion against Russian rule the show in 1831, many members of the clergy in Poland began to use language as a weapon of national resistance. They did so by denying lecturing in Russian language, and by using Polish for Church gatherings and religious instruction.

As a result, many priests and bishops were put in imprisonment or sent to Siberia by the Russian specialists as punishment for their refusal to lecture in Russian language. The use of Polish came to be seen as a symbol of struggle against Russian dominance and helped spread the message of national unity.

Q.3. Through a focus on any two countries, explain how nations developed over the nineteenth century.

**Solution:**

- Italy and Germany are two important European countries that developed a lot the nineteenth century. Both these nations were already ruled by several princely states and in this way, these lands were divided into many smaller independent segments, till the middle of 19th century.
- As there were a few mass transformations in different parts of Europe in 19 th century and people became more educated, the common people of all these states unified to form common governments.
- In Germany, German National Assembly was formed in 1848 and in Italy, the revolutionists tried to form the unified Italian Republic; though they failed in both nations at that time, leading to the unification of both countries eventually.

Q.4. How was the history of nationalism in Britain is unlike the rest of Europe?

**Solution:** The history of nationalism in Britain is unlike the rest of Europe because in Britain the arrangement of the nation-state was not the result of a sudden change or revolution. It was the result of a long-drawn-out process.

There was no British country earlier than the eighteenth century. The primary identities of the people who occupied the British Isles were ethnic ones — such as English, Welsh, Scot or Irish.

The Act of Union (1707) between England and Scotland that resulted in the formation of the ‘United Kingdom of Great Britain’ meant, in effect, that England was able to impose its influence on Scotland.

The British parliament was henceforth dominated by its English members. The development of a British identity implied that Scotland’s distinctive culture and political institutions were efficiently suppressed.

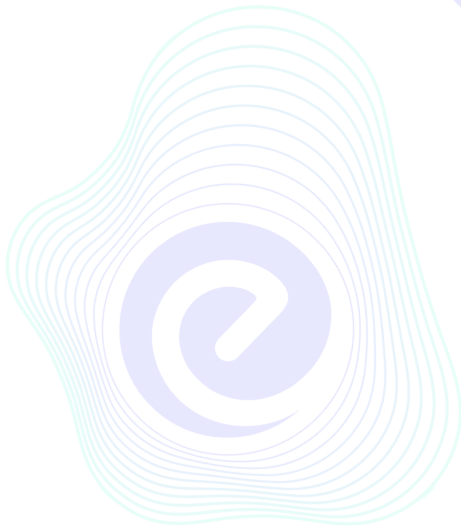
The Catholic clans that possessed the Scottish Highlands suffered terrible repression whenever they have forbidden to speak the Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland.

Q.5. Why did nationalist tensions emerge in the Balkans?

**Solution:** The nationalist tensions emerge in the Balkans because of the following reasons:

- The Balkans was a region of ethnic and geographical variations comprising modern-day Albania, Greece, Romania, Bulgaria, Macedonia, Croatia, Bosnia, Slovenia, Serbia, Herzegovina and Montenegro.
- A large part of the Balkans was under the control of the Ottoman Empire. The spread of the thoughts of romantic patriotism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.
- All through the nineteenth century the Ottoman Empire had sought to strengthen itself through modernization and internal reforms but with very little success.
- The Balkan people based their claims for independence or political rights on nationality and used history to demonstrate that they had once been independent but had subsequently been subjugated by foreign powers.

Hence, the rebellious nationalities in the Balkans thought of their struggles as attempts to win back their long-lost independence.



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