

The Rise of Nationalism in Europe

In **1848**, during a period of revolutionary movements across Europe, the French artist **Frédéric Sorrieu** created a series of four prints imagining a world made up of what he called “**democratic and social Republics.**”

Key Features of the First Print

1. A Procession of Nations

The print shows the peoples of **Europe and America**—men and women of all ages and social classes—marching together in a grand procession.

- They are grouped as **distinct nations**, identifiable by their **flags and national costumes**.
- This reflects the growing idea of **nationalism** in the 19th century.

2. Homage to Liberty

At the centre stands the **Statue of Liberty**, personified as a **female figure**, a common symbol during the French Revolution.

- She holds a **torch of Enlightenment**, symbolizing knowledge and progress.
- In her other hand, she carries the **Charter of the Rights of Man**, representing equality, justice, and civil rights.



3. Shattered Symbols of Absolutism

In the foreground lie the broken remains of symbols representing **absolutist institutions** (such as monarchy and tyranny).

- This signifies the **end of autocratic rule** and the triumph of democratic ideals.

4. Leading Nation-States

At the front of the procession are the **United States and Switzerland**, which were already established **nation-states** by 1848.

- Their position suggests that they were seen as models of republican governance.

➤ Absolutist

An **absolutist** government is a system where the ruler (usually a king or queen) has **complete power**.

There are **no legal limits** on their authority.

In history, it refers to a **centralised, militarised, and often repressive monarchy**, where:

- The monarch makes all major decisions.
- People have very few political rights.
- Opposition is usually not tolerated.

➤ Utopian

Utopian refers to an **ideal or perfect society** that is imagined but is **unlikely to exist in reality**.

It describes a vision where:

- There is equality,
- Justice for all,
- No conflict or suffering,
- Complete harmony in society.

❖ **France and the Revolutionary Tricolour**

In the print, **France** is shown carrying the **revolutionary tricolour (blue, white, red)**. It has just reached the Statue of Liberty, symbolising its leading role in spreading ideas of **liberty, equality and fraternity** after the French Revolution.

The German Peoples and the Black-Red-Gold Flag

Following France are the **German peoples**, holding the **black, red and gold flag**.

- In 1848, Germany was **not yet a united nation**.
- It consisted of many **German-speaking principalities**.
- The flag represented the **liberal hope** of uniting these states into a **single nation-state under a democratic constitution**.

❖ **Other Nations in the Procession**

After Germany come the peoples of:

- Austria
- The Kingdom of the Two Sicilies
- Lombardy
- Poland
- England
- Ireland
- Hungary
- Russia

❖ **Symbol of Fraternity**

From above, **Christ, saints, and angels** look down on the procession.

- They symbolise **fraternity (brotherhood) among nations**.
- This suggests unity, peace, and cooperation among different peoples.

❖ **Nationalism in Nineteenth-Century Europe**

The chapter explains how **nationalism** became a powerful force in the 19th century.

1. From Dynastic Empires to Nation-States

Before nationalism:

- Europe was dominated by **multi-national dynastic empires** (ruled by kings or emperors over different ethnic groups).

After nationalism:

- These empires gradually gave way to **nation-states**.

2. What is a Modern State?

A **modern state** has:

- A **centralised government**
- Sovereign control over a **clearly defined territory**

3. What is a Nation-State?

A **nation-state** is different because:

- Most of its citizens share a **common identity**,
- A sense of **shared history, culture, or descent**,
- Loyalty not just to a ruler, but to the **nation itself**.

This sense of unity was **not natural or ancient** — it was created through:

- Political struggles
- Revolutions
- Leadership movements
- Participation of common people

1. Frédéric Sorrieu's 1848 prints mainly represent:

- The power of monarchy
- A world of democratic and social republics
- The rise of industrialisation
- The decline of religion

Answer: B

2. In the first print, the people are shown marching to:

- Celebrate a royal wedding
- Protest against industrialisation
- Pay homage to Liberty
- Demand higher wages

Answer: C

3. The Statue of Liberty in the print holds a torch which symbolises:

- War
- Enlightenment and knowledge
- Monarchy
- Wealth

Answer: B

4. The Charter of the Rights of Man represents:

- Divine right of kings
- Slavery
- Equality and civil rights
- Colonial rule

Answer: C

5. The broken symbols lying in the foreground represent the end of:

- Democracy
- Nationalism

6. Which two countries are shown leading the procession as established nation-states?

- Germany and Italy
- Austria and Russia
- United States and Switzerland
- France and England

Answer: C

7. The black-red-gold flag carried by the German people symbolised:

- Military strength
- Liberal hopes for national unification
- Religious unity
- Colonial expansion

Answer: B

8. In 1848, Germany:

- Was a united empire
- Was divided into many principalities
- Was ruled by France
- Was already a republic

Answer: B

9. The revolutionary tricolour (blue-white-red) was carried by:

- Italy
- Germany
- France
- Russia

Answer: C

10. The presence of Christ, saints and angels in the sky symbolises:

- Religious domination
- Superiority of monarchy
- Fraternity among nations

C. Absolutist institutions
D. Industrial society
Answer: C

D. Fear of revolution
Answer: C

❖ The French Revolution and the Idea of the Nation

The first clear expression of **nationalism** emerged with the **French Revolution in 1789**. Before the revolution, France was a strong territorial state ruled by an **absolute monarch**.

The revolution brought major political and constitutional changes. Most importantly, **sovereignty (supreme power)** was transferred from the monarchy to the **people**. From then on, the nation was to be shaped by its citizens, not by a king.



❖ Now the French Revolution Promoted Nationalism

1. Transfer of Sovereignty

- Power shifted from the king to a body of French citizens.
- The revolution declared that **the people constituted the nation**.

2. Creation of a Collective Identity

The revolutionaries introduced several steps to build unity:

- The ideas of **la patrie (the fatherland)** and **le citoyen (the citizen)** promoted the idea of equal rights under a constitution.
- The **tricolour flag** replaced the royal standard.
- The **Estates General** was renamed the **National Assembly**.
- New national hymns were composed.
- Oaths were taken and martyrs were honoured in the name of the nation.

3. Administrative and Legal Reforms

To strengthen unity:

- A **centralised administrative system** was introduced.
- Uniform laws were made for all citizens.
- Internal customs duties were abolished.
- A uniform system of **weights and measures** was adopted.
- Regional dialects were discouraged.
- French (spoken in Paris) became the **common national language**.

These measures helped create a **sense of shared identity** among people.

5. Spread of Nationalism to Europe

6. The revolutionaries believed it was France's mission to **liberate Europe from despotism** (tyrannical rule).

- Students and educated middle-class people in other European cities formed **Jacobin clubs** inspired by French ideas.
- During the 1790s, French armies moved into:
 - Holland
 - Belgium
 - Switzerland
 - Much of Italy

❖ **Napoleon Bonaparte and the Spread of Revolutionary Reforms**

After gaining control over large parts of Europe, **Napoleon Bonaparte** introduced many reforms that he had earlier implemented in France. Although he restored monarchy and limited democracy, he preserved several revolutionary principles in administration.

The Napoleonic Code (1804)

One of his most important reforms was the **Civil Code of 1804**, also known as the **Napoleonic Code**.

➤ **Main Features:**

- Abolished privileges based on birth
- Established **equality before the law**
- Secured the **right to property**

This Code was introduced in the regions under French control.

➤ **Administrative and Social Reforms in Conquered Areas**

In places such as:

- Holland
- Switzerland
- Italy
- Germany

Napoleon:

- Simplified administrative divisions
- Abolished the feudal system
- Freed peasants from serfdom and manorial dues
- Removed guild restrictions in towns
- Improved transport and communication

➤ **Economic Impact:**

Businessmen and small-scale producers benefited from:

- Uniform laws
- Standardised weights and measures
- Common national currency

This made trade and movement of goods easier across regions.

➤ **Mixed Reactions to French Rule**

Initially, in places like:

- Holland
- Switzerland
- Brussels
- Mainz
- Milan
- Warsaw

French armies were welcomed as **bringers of liberty**.



However, enthusiasm soon turned into hostility because:

- Political freedom was limited
- Heavy taxation was imposed
- Censorship increased
- Forced conscription into French armies burdened people.

❖ **The Making of Nationalism in Europe**

How Did Nationalism and the Nation-State Emerge?

Nationalism did not appear suddenly. It developed gradually due to several important factors:

1. The Impact of the French Revolution (1789)

- Transferred sovereignty from the monarch to the people.
- Promoted ideas of liberty, equality, and fraternity.
- Introduced the concept that a nation is made up of citizens.
- Inspired other European regions to demand political rights and national unity.

This was the first clear expression of modern nationalism.

2. Napoleonic Reforms

Under **Napoleon Bonaparte**:

- Feudal privileges were abolished.
- Equality before law was introduced through the Napoleonic Code.
- Administrative systems were centralised.

Although Napoleon ruled as an emperor, his reforms spread revolutionary ideas across Europe, encouraging nationalist feelings.

3. Cultural Movements (Romanticism)

- Writers, poets, and artists promoted national pride.
- Local languages and folklore were revived.
- Shared cultural traditions helped build a sense of belonging.

Culture became a powerful tool for creating national identity.

4. Economic Changes

- Growth of trade and industrialisation required unified markets.
- Removal of internal trade barriers encouraged economic unity.
- A common currency, standardised weights, and improved transport strengthened connections among people.

Economic integration supported political unity.

5. Role of the Middle Class

- Educated middle-class people (lawyers, teachers, traders) demanded constitutional governments.
- They wanted national unification and political rights.
- They led many nationalist movements in Germany and Italy.

the Aristocracy and the New Middle Class

❖ **Aristocracy: The Dominant Class**

In 18th-century Europe, the **landed aristocracy** was socially and politically dominant.

➤ **Features of the Aristocracy:**

- Owned large estates in the countryside and town houses in cities.
- Spoke French in diplomacy and high society.
- Connected by marriage alliances across regions.
- Formed a small but powerful elite group.

➤ **Peasantry:**

- Majority of the population.
- In Western Europe: land farmed by tenants and small owners.
- In Eastern and Central Europe: large estates worked by **serfs** under feudal conditions.

➤ **Emergence of the New Middle Class**

With the growth of **industrialisation and trade**, new social groups emerged:

- Industrialists
- Businessmen
- Professionals
- Working-class population

Industrialisation began in **England** in the late 18th century and spread to **France and German states** in the 19th century.

It was among the **educated liberal middle class** that ideas of **national unity** and abolition of aristocratic privileges became popular.

➤ **Important Dates – The Making of Nationalism in Europe**

- **1797** – Napoleon invades Italy; Napoleonic Wars begin.
- **1814–1815** – Fall of Napoleon; Vienna Peace Settlement.
- **1821** – Greek War of Independence begins.
- **1848** – Revolutions across Europe demanding constitutions and nation-states.
- **1859–1870** – Unification of Italy.
- **1866–1871** – Unification of Germany.
- **1905** – Slav nationalism strengthens in Habsburg and Ottoman Empires.

➤ **What Did Liberal Nationalism Stand For?**

The term **liberalism** comes from the Latin word *liber* meaning “free.”

➤ **Political Ideas of Liberalism:**

- Freedom of the individual
- Equality before the law
- Government by consent
- Constitution and representative government
- End of autocracy and clerical privileges
- Protection of private property

➤ **Suffrage (Right to Vote)**

- In early liberal democracies, voting rights were given only to **property-owning men**.
- Women and non-propertied men were excluded.
- Women and working-class men later organised movements demanding equal rights.

➤ **Economic Ideas of Liberalism**

Liberalism also stood for:

- Free markets
- Abolition of trade restrictions
- Freedom of movement for goods and capital

➤ **Example: German-Speaking Regions**

Before unification:

- Germany had 39 states.
- Each state had its own currency and system of weights and measures.
- Merchants had to cross many customs barriers and pay duties.

❖ **Formation of the Zollverein (1834)**

- Initiated by **Prussia**
- Abolished tariff barriers.
- Reduced currencies from over 30 to 2.
- Promoted railway development.
- Strengthened economic nationalism.

Economist **Friedrich List** believed economic unity would create political unity and national feeling.

❖ **A New Conservatism after 1815**

After Napoleon's defeat in 1815, Europe entered a period of **conservatism**.

Conservatism:

A political philosophy that:

- Emphasised tradition and established institutions.
- Supported monarchy, church, hierarchy, property, and family.
- Preferred gradual change over rapid reform.

After Napoleon's defeat, representatives of:

- Britain
- Russia
- Prussia
- Austria

met at Vienna.

The Congress was hosted by **Klemens von Metternich**.

❖ **Objectives of the Treaty of Vienna (1815):**

- Restore monarchies (e.g., Bourbon dynasty in France).
- Reduce French territory.
- Create buffer states to prevent future French expansion.
- Maintain the balance of power in Europe.

Territorial Changes:

- Kingdom of the Netherlands (including Belgium) created.
- Genoa added to Piedmont.
- Austria gained control of northern Italy.
- Prussia received western territories.
- Russia gained part of Poland.

❖ **The Revolutionaries and the Struggle for Nation-States**

After 1815, **liberal-nationalists** faced repression under conservative European regimes. Many went **underground**, forming **secret societies** to:

- Train revolutionaries
- Spread liberal and nationalist ideas
- Oppose monarchies established after the **Congress of Vienna**
- Fight for liberty and freedom
- Promote the creation of **nation-states** as part of the struggle for political freedom

➤ **Giuseppe Mazzini (1805–1872)**

One of the most prominent revolutionaries:

- Born in **Genoa, Italy**
- Member of the **Carbonari**, a secret revolutionary society
- Exiled in **1831** for attempting a revolution in **Liguria**

➤ **Secret Societies Founded by Mazzini**

1. **Young Italy** – Based in Marseilles
 2. **Young Europe** – Based in Berne, Switzerland
- Members were like-minded young men from **Poland, France, Italy, and the German states**

- Advocated **democratic republics** and the unification of fragmented regions into nation-states

➤ **Mazzini's Ideology**

- Believed **God intended nations to be the natural units of mankind**
- Argued that Italy could not remain a patchwork of kingdoms
- Advocated for a **unified Italian republic**
- Saw national unification as essential for **liberty and freedom**
- Inspired similar secret societies in **Germany, France, Switzerland, and Poland**

➤ **Reactions of Conservatives**

- Mazzini's opposition to monarchy and vision of democratic republics alarmed conservatives
- **Klemens von Metternich** described him as **"the most dangerous enemy of our social order"**

❖ **The Age of Revolutions: 1830–1848**

During the years after 1815, **liberalism and nationalism** increasingly became associated with **revolution** across Europe:

- **Regions affected:** Italian and German states, provinces of the Ottoman Empire, Ireland, Poland.
- **Leaders:** Educated middle-class elite — professors, teachers, clerks, and commercial class members.

- **Key Revolutions**

- **The July Revolution in France (1830)**

- Overthrew the restored **Bourbon monarchy**.
- Installed a **constitutional monarchy** under **Louis Philippe**.
- Metternich famously remarked: *"When France sneezes, the rest of Europe catches cold."*
- Sparked uprisings elsewhere, e.g., **Belgium** broke away from the Netherlands.
 - **Greek War of Independence (1821–1832)**
- Greece had been part of the **Ottoman Empire** since the 15th century.
- Revolution inspired by European nationalist sentiment.
- Support came from:
 - Greek exiles
 - European intellectuals, poets, and artists (e.g., **Lord Byron**)
- Treaty of Constantinople (1832) recognized **Greece as independent**.

- **Romantic Imagination and National Feeling**

- **Romanticism:** Cultural movement emphasizing **emotions, intuition, and shared cultural heritage**.
- National identity was built through **folk culture, language, art, and music**.

➤ **Germany**

- **Johann Gottfried Herder** (1744–1803) promoted *das volk* — the idea that the common people embodied the true spirit of the nation (*volksgeist*).
- **Grimm Brothers:** Collected folktales, developed the German language, opposed French domination, and promoted German national identity.

➤ **Poland**

- Poland's territory was partitioned by **Russia, Prussia, and Austria**.
- National feeling preserved through **music and language**:
 - **Karol Kurpinski** turned folk dances like the polonaise and mazurka into nationalist symbols.
- Russian attempts to impose Russian language led Polish clergy to use Polish in churches and schools, defying authorities.

- **Hunger, Hardship, and Popular Revolt**

- **Economic Hardship**
- Population growth → more job seekers than employment opportunities.
- Rural migration → overcrowded city slums.
- Small producers faced competition from **machine-made imports from England**.
- Peasants in Eastern Europe struggled under feudal obligations.

- **Revolts**
- **1848:** Food shortages and unemployment led to uprisings in Paris.
 - Barricades erected; **Louis Philippe fled**.
 - A **National Assembly** proclaimed a **Republic**, granted suffrage to adult males above 21, and set up national workshops.
- **Silesian weavers' revolt (1845):**
 - Workers rebelled against low wages imposed by contractors.
 - Resulted in violence, property destruction, and shooting of eleven weavers by the army.

- **Role of Language and Popular Traditions**
- Language, music, folk tales, and local customs strengthened **national identity**.
- Examples:
 - Germany: Folk culture emphasized by Grimm Brothers.
 - Poland: Polish language used as a symbol of resistance against Russian rule.

Q1: Which phrase introduced during the French Revolution emphasized collective identity and unity?

- A. Liberté, égalité, fraternité
- B. La liberté individuelle
- C. Le citoyen roi
- D. Monarchy above all

Q2: What administrative reforms during the French Revolution helped create a sense of national unity?

- A. Decentralised taxation
- B. Uniform laws, centralised administration, standardised weights and measures
- C. Increased power of local nobles
- D. Encouraging regional dialects

Q3: Who were considered part of “the nation” after the French Revolution?

- A. Only the monarchy
- B. All citizens of France
- C. Only property-owning men
- D. Foreign allies

Q4: Which activity was **not** part of creating a collective identity in revolutionary France?

- A. Composing national hymns
- B. Honouring martyrs
- C. Establishing local aristocratic privileges

Q11: The Napoleonic Code introduced which of the following principles?

- A. Abolition of feudal privileges
- B. Limiting property rights
- C. Exclusive power for monarchs
- D. Promotion of local dialects

Q12: Which area did **not** experience French reforms under Napoleon?

- A. Holland
- B. Switzerland
- C. Italy
- D. Russia

Q13: The Napoleonic reforms facilitated economic growth primarily through:

- A. Heavy taxation
- B. Standardised laws, weights, and currency
- C. Forced conscription
- D. Censorship

Q14: Why did some territories initially welcome the French armies?

- A. They wanted new taxes
- B. They expected political freedom and administrative efficiency
- C. They feared local monarchs
- D. They wanted to adopt French culture

Q15: The Zollverein (1834) aimed to:

- A. Increase tariff barriers
- B. Promote economic unity among German states
- C. Restore feudal obligations
- D. Support Austrian control

Q16: Friedrich List believed economic integration would:

- A. Reduce trade
- B. Create political unity and national feeling



D. Taking oaths in the name of the nation

Q5: Romanticism influenced nationalism by:

- A. Emphasizing reason and science
- B. Encouraging monarchies
- C. Promoting folk culture, language, and shared heritage
- D. Reducing trade barriers

Q6: Johann Gottfried Herder emphasized that the **true spirit of a nation** (Volksgeist) is found in:

- A. The monarchy
- B. Common people
- C. The military
- D. Foreign rulers

Q7: Which brothers collected folktales to promote German national identity?

- A. Grimm Brothers
- B. Mantegazza Brothers
- C. List Brothers
- D. Byron Brothers

Q8: In Poland, how was national identity maintained under Russian occupation?

- A. By using Russian in schools
- B. Through music, folk dances, and use of Polish in churches and schools
- C. By adopting French culture
- D. By joining Napoleon's armies

Q9: The use of local language, music, and folklore in nation-building helped:

- A. Strengthen local feudal lords
- B. Build shared identity and resistance to foreign domination
- C. Reduce economic trade
- D. Spread conservatism

Q10: In Germany, folk tales collected by Grimm Brothers served to:

- A. Entertain aristocrats
- B. Promote German national consciousness
- C. Teach French language
- D. Encourage monarchies

C. Increase aristocratic power

D. Discourage railway development

Q17: Which social group primarily supported liberal nationalism in 19th-century Europe?

- A. Aristocracy
- B. Educated middle class (lawyers, teachers, traders)
- C. Rural serfs
- D. Absolute monarchs

Q18: Early liberalism stood for all except:

- A. Freedom of individual
- B. Equality before law
- C. Government by consent
- D. Universal suffrage for women

Q19: The July Revolution of 1830 in France led to:

- A. Rise of Napoleon Bonaparte
- B. Overthrow of Bourbon monarchy and installation of Louis Philippe
- C. Annexation of Belgium to France
- D. Restoration of absolute monarchy

Q20: The Greek War of Independence (1821–1832) was influenced by:

- A. Ottoman support
- B. European nationalist sentiment and Romantic ideals
- C. Austrian monarchs
- D. Napoleon's armies

Q21: What role did Lord Byron play in the Greek struggle?

- A. Diplomat in Vienna
- B. Funded and fought for Greek independence
- C. Wrote French laws
- D. Promoted Russian occupation

Q22: Revolts in 1848 were mainly caused by:

- A. Economic hardship, food shortages, and unemployment
- B. Napoleonic victories
- C. French cultural dominance
- D. Industrialisation in England

Q23: Silesian weavers revolted because:

- A. Taxes were reduced
- B. Contractors drastically cut payments
- C. French armies arrived
- D. Guilds were formed

Q24: Romanticism's focus on emotions and cultural heritage helped:

- A. Suppress liberalism
- B. Build nationalist sentiment among the masses
- C. Increase taxation
- D. Limit trade

❖ The Age of Revolutions (1830–1848)

➤ The July Revolution in France (1830)

- Greece had been under the Ottoman Empire since the 15th century.
- Inspired by nationalism, Greeks began their struggle in **1821**.
- Support came from:
 - Greek exiles
 - European intellectuals and Romantic artists
- The English poet Lord Byron raised funds and fought in the war (died in 1824).
- The **Treaty of Constantinople (1832)** officially recognised Greece as an independent nation.

Greece became a powerful symbol of nationalist success in Europe.



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➤ Romanticism and National Feeling

Nationalism did not spread only through wars—it also spread through **culture**.

What Was Romanticism?

- A cultural movement focusing on:
 - Emotions
 - Intuition
 - Mystical feelings
- It criticised the glorification of **reason and science**.
- It promoted the idea of a **shared cultural past** as the basis of a nation.

❖ Hunger, Hardship and Popular Revolt

Economic Hardship in 1830s

The 1830s were a period of serious economic difficulties in many European countries.

➤ Rapid Population Growth

In the first half of the 19th century, Europe's population increased rapidly, creating pressure on resources and jobs.

➤ Unemployment Problem

The number of people searching for jobs became greater than the available employment opportunities.

➤ Migration to Cities

Many people moved from **rural areas to cities** in search of work.

➤ Overcrowded Slums

Because of rapid migration, people in cities lived in **crowded and unhealthy slum areas**.

- **Competition from England**
Small producers and artisans in Europe faced tough competition from **cheap machine-made goods imported from England**, where industrialisation was more advanced.
- **Impact on Textile Industry**
The **textile industry** was badly affected because production was mostly done in **homes or small workshops** and was only partly mechanised.
- **Power of Aristocracy**
In some parts of Europe, the **aristocracy (landowning nobles)** still had power over the countryside.
- **Burden on Peasants**
Peasants had to pay **feudal dues, taxes, and fulfil obligations** to landlords.
- **Rise in Food Prices**
When **food prices increased** or **harvests failed**, the situation became worse.
- **Widespread Poverty**
These problems led to **widespread poverty (pauperism)** in both towns and villages.
- **Revolt of 1848 in Paris**
In **1848**, food shortages and unemployment caused people in **Paris to protest on the streets**.
- **Barricades and Revolt**
Protesters built **barricades** and started a revolt against the government.
- **King Forced to Flee**
As a result of the uprising, **King Louis Philippe was forced to flee from France**.
- ❖ **National Assembly and Weavers' Revolt**
 - **Proclamation of the Republic (1848)**
 - In **1848**, the **National Assembly in France** declared **France a Republic**.
 - This ended the rule of the monarchy.
 - **Universal Male Suffrage**
 - The new government granted **voting rights (suffrage)** to **all adult males above 21 years**.
 - Earlier, only **property-owning men** could vote.
 - **Right to Work**
 - The government also **guaranteed the right to work** to citizens.
 - This meant that the state accepted responsibility to provide employment.
 - **National Workshops**
 - To reduce unemployment, the government **set up National Workshops**.
 - These workshops provided **jobs to unemployed workers**.

❖ **Silesian Weavers' Revolt (1845)**

Background of the Revolt

- In **1845**, **weavers in Silesia (a region in Prussia)** revolted.
- They worked for **contractors** who supplied raw materials and gave them orders for finished cloth.

Exploitation by Contractors

- Contractors **greatly reduced the wages** paid to the weavers.
- Workers faced **extreme poverty and misery**.

Description by Wilhelm Wolff

- The journalist **Wilhelm Wolff** described the terrible living conditions of the workers.
- In villages with about **18,000 people**, cotton weaving was the main occupation, but workers were suffering greatly.

Protest by Weavers

- On **4 June 1845**, a **large crowd of weavers marched to the contractor's mansion** demanding higher wages.

Reaction of the Contractor

- The contractor **insulted and threatened them** instead of listening to their demands.

Destruction of Property

- Angry weavers **broke windows, furniture, and porcelain** in the mansion.
- Another group **broke into the storehouse and destroyed cloth supplies**.

Army Intervention

- The contractor fled but later returned with the **army**.

Violence Against Workers

- In the confrontation with the army, **eleven weavers were shot dead**.

❖ **1848: The Revolution of the Liberals**

Liberal Revolution in 1848

- In **1848**, revolts by **poor peasants, workers and unemployed people** were taking place across Europe.

- At the same time, a **separate revolution led by educated middle classes (liberals)** also started.

Impact of the French Revolution of 1848

- In **February 1848**, the king of France **abdicated (gave up the throne)**.
- A **republic based on universal male suffrage** was established.

Demands of the Liberal Middle Class

- In countries like **Germany, Italy, Poland and the Austro-Hungarian Empire**, independent nation-states did not exist.
- Liberal middle-class people demanded:
 - **National unification**
 - **Constitutional government**
 - **Freedom of press**
 - **Freedom of association**
 - Government based on **parliamentary principles**

❖ **Frankfurt Parliament (Germany)**

Formation of Political Associations

- Many **middle-class professionals, businessmen and artisans** formed political groups.
- They gathered in the **city of Frankfurt**.

All-German National Assembly

- They decided to form an **all-German National Assembly** to create a united German nation.

Frankfurt Parliament Meeting

- On **18 May 1848**, **831 elected representatives** met in the **Church of St Paul in Frankfurt**.

Drafting of the Constitution

- The assembly drafted a **constitution for a united Germany**.
- It proposed a **constitutional monarchy with a parliament**.

Offer of Crown to the King of Prussia

- The crown of Germany was offered to **Friedrich Wilhelm IV**, the King of Prussia.

Rejection by the King

- The king **rejected the offer** because he did not want to accept a crown from an **elected assembly**.

Failure of the Frankfurt Parliament

- **Aristocracy and military opposed the parliament**.
- The middle class **refused to support workers and artisans' demands**, so they lost their support.
- Finally, **troops were sent and the assembly was dissolved**.

❖ **Women and Liberal Movement**

. Women's Participation

- Many **women actively participated** in the liberal movement.
- They formed **political associations**, started **newspapers**, and joined **meetings and demonstrations**.

Denial of Political Rights

- Despite their participation, **women were denied voting rights** and political equality.

❖ **Debate on Women's Rights**

View of Carl Welcker

- Liberal politician **Carl Welcker** believed that:
 - Men and women have **different natural roles**.
 - Men should handle **public affairs**.
 - Women should focus on **home and family**.

View of Louise Otto-Peters

- **Louise Otto-Peters**, a feminist activist, argued:
 - **Freedom should be for all people**, not only men.
 - Liberty is **indivisible**, meaning it must include women.

Argument by a Reader (1850)

- A reader of Otto-Peters' newspaper argued that:
 - Women **own property and contribute to the state**.
 - Yet they are **denied the right to vote**, which is unjust.

The Making of Germany and Italy

❖ **Germany – Can the Army be the Architect of a Nation?**

1. Change in Nationalism after 1848

- After **1848**, nationalism in Europe was **no longer connected with democracy and revolution**.

- Instead, **conservative rulers used nationalism** to increase their **state power and political control**.

2. Early Attempt of German Unification

- In **1848**, German **middle-class liberals** tried to **unite German states**.
- They wanted a **nation-state with an elected parliament**.

3. Failure of Liberal Movement

- The movement failed because:
 - **Monarchy and military** opposed it.
 - **Large landowners of Prussia (Junkers)** supported the monarchy.

4. Leadership of Prussia

- After this failure, **Prussia took the leadership** of German unification.

5. Role of Otto von Bismarck

- **Otto von Bismarck**, the **Chief Minister of Prussia**, became the main leader of unification.
- He used **army, bureaucracy, and strong political strategy**.

6. Wars for German Unification

Bismarck fought **three wars in seven years**:

- **War with Denmark (1864)**
- **War with Austria (1866)**
- **War with France (1870-71)**

All these wars ended in **Prussian victory** and helped unite German states.

7. Proclamation of German Empire

- In **January 1871**, **King William I of Prussia** was declared **German Emperor (Kaiser)**.
- This ceremony took place at the **Palace of Versailles in France**.

8. Strong Prussian Influence

- The new German Empire followed **Prussian systems** in:
 - Currency
 - Banking
 - Legal and judicial systems.



Fig. 12 – Unification of Germany (1866-71).

❖ Italy Unified

Political Fragmentation of Italy

- Like Germany, **Italy was divided into many small states** for a long time.
- Italians lived under **different dynastic rulers and foreign empires**.

Italy Divided into Seven States

- In the **mid-19th century**, Italy was divided into **seven states**.

Control of Different Regions

- **Sardinia-Piedmont** – ruled by an **Italian princely house**.
- **Northern Italy** – controlled by the **Austrian Habsburg Empire**.
- **Central Italy** – ruled by the **Pope**.
- **Southern Italy** – ruled by the **Bourbon kings of Spain**.

Language Differences

- There was **no single Italian language**.
- People spoke **many regional dialects**.

❖ Role of Important Leaders

Giuseppe Mazzini

- In the **1830s**, **Giuseppe Mazzini** started a movement to create a **united Italian Republic**.
- He formed a secret society called **Young Italy** to spread nationalist ideas.

Failure of Early Revolutions

- Revolutionary attempts in **1831 and 1848** failed.
- After this, leadership passed to **Sardinia-Piedmont**.

Role of King Victor Emmanuel II

- **King Victor Emmanuel II**, the ruler of Sardinia-Piedmont, supported the **unification of Italy through wars**.

Role of Count Cavour

- **Count Camillo de Cavour**, the **Chief Minister**, led the political movement.
- He used **diplomacy and alliances** rather than revolution.

Alliance with France

- Cavour formed an **alliance with France**.
- Together they **defeated Austria in 1859**, bringing northern territories closer to unification.

Role of Giuseppe Garibaldi

- **Giuseppe Garibaldi** led **armed volunteers (Red Shirts)**.
- In **1860**, he captured **South Italy and the Kingdom of Two Sicilies**.

Support of Peasants

- Garibaldi gained **support from local peasants** to remove the **Spanish rulers**.

Formation of United Italy

- In **1861**, **Victor Emmanuel II** was proclaimed the **King of united Italy**.

Lack of National Awareness

- Many Italians were **illiterate and unaware of nationalism**.
- Some peasants thought **"Italia" was the name of the king's wife**.

❖ **The Strange Case of Britain**

Britain as a Model Nation-State

- Some historians say **Britain was one of the first nation-states** in the world.
- But its formation was **not through a sudden revolution**, unlike France.

Long Process of Nation Building

- The **British nation developed slowly over many centuries**.
- Before the **18th century**, there was **no single British nation**.

Different Ethnic Groups

People in the British Isles had different identities:

- **English**
- **Welsh**
- **Scots**
- **Irish**

Each group had its **own culture, traditions and political systems**.

Rise of English Power

- Over time, **England became richer and more powerful**.
- England gradually **extended its control over the other regions**.

Role of the English Parliament

- In **1688**, the **English Parliament gained power from the monarchy** (Glorious Revolution).
- Parliament helped in creating a **nation-state dominated by England**.

Act of Union (1707)

- The **Act of Union between England and Scotland (1707)** created the **United Kingdom of Great Britain**.
- However, **England dominated the new parliament**.

Suppression of Scottish Culture

- Scotland's **distinct culture and institutions were weakened**.
- The **Scottish Highlanders** were:
 - Forbidden to **speak Gaelic**
 - Not allowed to **wear traditional dress**
 - Many were **forced to leave their homeland**.

Situation in Ireland

- Ireland was divided between **Catholics and Protestants**.
- The **English supported Protestants** to control Ireland.

Irish Revolt

- In **1798**, **Wolfe Tone and the United Irishmen** led a revolt against British rule.
- The revolt failed.

Ireland Joined the United Kingdom

- In **1801**, Ireland was **forcibly included in the United Kingdom**.

Creation of British Identity

A new **British national identity** was created by promoting:

- **Union Jack (British flag)**
- **National anthem – “God Save Our Noble King”**
- **English language**

Position of Other Nations

- Scotland, Wales, and Ireland became **subordinate partners** under English dominance.

❖ Visualising the Nation

Problem of Representing a Nation

- It is easy to represent a **king or ruler** through a **portrait or statue**.
- But a **nation is an abstract idea**, so artists needed another way to represent it.

Personification of Nation

- In the **18th and 19th centuries**, artists represented a **nation as a person**.
- This method is called **personification**.

Female Figure as Symbol

- Nations were often shown as **female figures**.
- These figures **did not represent a real woman**, but symbolised the **nation itself**.

Allegory

- The female figure used to represent the nation is called an **allegory**.
- **Allegory** means expressing an **abstract idea (like freedom or nation)** through a **person or object**.

❖ Examples of Allegories

During the French Revolution

Female allegories represented ideas like:

- **Liberty**
- **Justice**
- **Republic**

Symbols Used

Different objects symbolised ideas:

- **Red cap** → Liberty
- **Broken chain** → Freedom from oppression
- **Blindfolded woman with scales** → Justice

❖ Marianne – Symbol of France

French National Allegory

- In **France**, the female symbol of the nation was called **Marianne**.

Characteristics of Marianne

- **Red cap**
- **Tricolour flag**
- **Cockade (badge)**

Use of Marianne

- Statues of Marianne were placed in **public squares**.
- Her image appeared on **coins and postage stamps**.
- She symbolised **unity and national identity of France**.

❖ Germania – Symbol of Germany

German National Allegory

- In **Germany**, the female symbol of the nation was called **Germania**.

Symbol of Strength

- Germania wore a **crown of oak leaves**.
- The **German oak tree** symbolised **heroism and strength**.

Meanings of Symbols (Germania)



Fig. 16 – Postage stamps of 1850 with the figure of Marianne representing the Republic of France.

Symbol / Attribute**Meaning / Significance**

Broken Chains	Freedom from oppression or slavery
Breastplate with Eagle	Symbol of the German Empire and strength
Crown of Oak Leaves	Represents heroism and courage
Sword	Readiness to fight for the nation
Olive Branch around the Sword	Desire for peace but readiness for war if needed
Black, Red and Gold Tricolour	Flag of the liberal nationalists in 1848 (later became Germany's national colours)
Rays of the Rising Sun	Beginning of a new era or new nation

<p>Age of Revolutions (1830–1848)</p> <p>1. The July Revolution of 1830 took place in: A. Germany B. France C. Italy D. Austria Answer: B</p> <p>2. Which king was overthrown in the July Revolution of 1830? A. Louis XVI B. Louis XVIII C. Charles X D. Napoleon III Answer: C</p> <p>3. Greece gained independence from which empire? A. Russian Empire B. Ottoman Empire C. Austrian Empire D. British Empire Answer: B</p> <p>4. The Greek War of Independence began in: A. 1815 B. 1821 C. 1830 D. 1848 Answer: B</p> <p>5. Which treaty recognised Greece as an independent nation? A. Treaty of Paris B. Treaty of Constantinople C. Treaty of Vienna D. Treaty of Berlin Answer: B</p> <p>6. Which English poet supported the Greek independence movement? A. Wordsworth B. Lord Byron C. Keats D. Shelley Answer: B</p> <p>Romanticism and National Feeling</p> <p>7. Romanticism mainly focused on: A. Science and logic B. Emotions and imagination C. Industrial growth D. Political reforms Answer: B</p>	<p>Revolt of 1848</p> <p>15. In 1848 protests began in: A. Berlin B. Paris C. Vienna D. Rome Answer: B</p> <p>16. Which king fled France in 1848? A. Louis XVI B. Louis XVIII C. Louis Philippe D. Napoleon III Answer: C</p> <p>National Assembly and Republic</p> <p>17. In 1848 France was declared a: A. Kingdom B. Republic C. Empire D. Confederation Answer: B</p> <p>18. Voting rights were given to: A. Only rich men B. All adult males above 21 C. Only nobles D. Women Answer: B</p> <p>19. The government set up _____ to provide employment. A. National Workshops B. Industrial Units C. State factories D. Employment offices Answer: A</p> <p>Silesian Weavers' Revolt</p> <p>20. The Silesian Weavers' Revolt took place in: A. 1830 B. 1845 C. 1848 D. 1850 Answer: B</p>	<p>Frankfurt Parliament</p> <p>27. The Frankfurt Parliament met in: A. Berlin B. Frankfurt C. Vienna D. Munich Answer: B</p> <p>28. The meeting was held in: A. Royal Palace B. Church of St Paul C. Parliament House D. University Hall Answer: B</p> <p>29. How many representatives attended the Frankfurt Parliament? A. 531 B. 731 C. 831 D. 931 Answer: C</p> <p>30. The German crown was offered to: A. Otto von Bismarck B. Frederick William IV C. Kaiser Wilhelm II D. Napoleon III Answer: B</p> <p>31. The king rejected the crown because: A. He opposed democracy B. He feared war C. He did not accept a crown from elected assembly D. He was ill Answer: C</p> <p>Women and Liberal Movement</p> <p>32. Women in the liberal movement: A. Took no part B. Participated actively C. Only observed D. Opposed it Answer: B</p> <p>33. Women were denied: A. Property rights</p>
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8. Romanticism promoted:

- A. Industrialisation
- B. Cultural nationalism
- C. Colonialism
- D. Capitalism

Answer: B

Hunger, Hardship and Popular Revolt

9. Economic hardship in Europe was mainly during:

- A. 1810s
- B. 1820s
- C. 1830s
- D. 1850s

Answer: C

10. Rapid population growth created pressure on:

- A. Army
- B. Resources and jobs
- C. Government
- D. Trade

Answer: B

11. Many people migrated to cities mainly for:

- A. Education
- B. Political power
- C. Jobs
- D. Entertainment

Answer: C

12. Cheap machine-made goods mainly came from:

- A. Germany
- B. England
- C. France
- D. Italy

Answer: B

13. Textile production was mostly done in:

- A. Factories
- B. Homes and small workshops
- C. Government industries
- D. Farms

Answer: B

14. The landowning noble class in Europe was called:

- A. Bourgeoisie
- B. Junkers
- C. Aristocracy
- D. Clergy

Answer: C

21. Silesia was located in:

- A. Prussia
- B. France
- C. Italy
- D. Austria

Answer: A

22. The revolt was described by journalist:

- A. Karl Marx
- B. Wilhelm Wolff
- C. Engels
- D. Bismarck

Answer: B

23. During the clash with the army how many weavers were shot?

- A. 5
- B. 8
- C. 11
- D. 20

Answer: C

Revolution of Liberals (1848)

24. Liberal revolution was led mainly by:

- A. Peasants
- B. Workers
- C. Educated middle class
- D. Aristocrats

Answer: C

25. Liberals demanded:

- A. Absolute monarchy
- B. Constitutional government
- C. Dictatorship
- D. Military rule

Answer: B

26. Liberals also demanded:

- A. Freedom of press
- B. Freedom of association
- C. National unification
- D. All of these

Answer: D

B. Political rights

- C. Education
- D. Jobs

Answer: B

34. Louise Otto-Peters was:

- A. Queen
- B. Feminist activist
- C. Soldier
- D. Scientist

Answer: B

Unification of Germany

35. The leader of German unification was:

- A. Mazzini
- B. Bismarck
- C. Garibaldi
- D. Napoleon

Answer: B

36. Otto von Bismarck was:

- A. King
- B. Chief Minister of Prussia
- C. General
- D. President

Answer: B

37. Bismarck used mainly:

- A. Diplomacy only
- B. War and army
- C. Religion
- D. Trade

Answer: B

38. Germany fought wars with:

- A. Denmark
- B. Austria
- C. France
- D. All of these

Answer: D

39. German Empire was proclaimed in:

- A. 1866
- B. 1868
- C. 1871
- D. 1880

Answer: C

40. German Emperor in 1871 was:

- A. Wilhelm I
- B. Wilhelm II
- C. Frederick II
- D. Napoleon III

Answer: A

