

CHRIST KING HR. SEC. SCHOOL, KOHIMA
CLASS 10
SUBJECT: SOCIAL SCIENCES (HISTORY)

Chapter 1

THE RISE OF NATIONALISM IN EUROPE

I. Multiple choice Questions (answers)

1. The Industrial Revolution
2. The nation States.
3. A direct vote by which all the people of a region are asked to accept or reject a proposal.
4. The landed aristocracy.
5. Johann Gottfried

II. Very Short Answer Questions:

1. What does the word 'liberalism' mean?

Ans: The word 'liberalism' means freedom of individual and equality of all before the law.

2. When was the treaty of the Vienna drawn?

Ans: The treaty of the Vienna was drawn in 1815.

3. Which treaty finally recognised Greece as an independent nation?

Ans: The treaty of Constantinople of 1832 recognised Greece as an independent nation.

4. Who founded the secret society called 'Young Italy'?

Ans: Giuseppe Mazzini.

5. What was Zollverein?

Ans: Zollverein was a customs union formed by Prussia in 1834. It was later joined by many German states.

6. Who was considered by Italians as the 'brain'?

Ans: Count Camilo Cavour was considered as the 'brain' by Italians.

7. Who started the first freedom movement in Italy?

Ans: The first freedom movement in Italy was started by 'Carbonari Society'.

III. Short answer type question:

1. What were the names given to the two allegorical representations of France and Germany?

Ans: Marianne and Germania were the names given to the allegorical representations of France and Germany respectively.

2. Who was considered the soul of Italian unification and why?

Ans: Giuseppe Mazzini was considered the soul of Italian unification. He established a secret society known as "Young Italy" and was totally devoted to a united Italy. He crested confidence among the Italians that they could fight and achieve independence.

IV. Long Answer Question:

1. How did Greece become a nation state?

Ans: The Greeks were the first to revolt against the Ottoman Turkish Empire in 1821. They were greatly impressed and influenced by the national and liberal movements spreading over Europe. They founded Philike Hetairia, the Society of Friends, to turn the Turks out of Constantinople. It was a mass movement to secure independence. Poets and artists joined the campaign as they considered Greece to be the cradle of European civilization. In 1827, England, France and Russia defeated the Turks, the Egyptians and their allies in a naval battle. They signed a Treaty in London in 1827 which forced the Turks to recognise Greece as an independent nation. In 1832 Greece was declared a kingdom and Prince Otto was chosen the King.

2. Describe the events that led to “Dual Monarchy” in Hungary. What were its consequences?

Ans: The Austrian Empire had subjects belonging to various races and speaking different languages. Kossuth, the leader of Hungary declared his country as independent and began to rule. But when Hungary started treating its slave population badly, the Austrians suppressed its independence in 1849. In 1860, they gave a charter and the Hungarians got their Diet (Parliament) back and gave autonomy to its towns and cities. Dual monarchy in Hungary disturbed the political balance of the region. It gave the administration of slaves to them and Serbia wanted to unite all the slaves under their leadership. It led to a breakup into number of Balkan states and eventually led to World war -1.

3. Explain liberalism in political and economic fields prevailing in Europe in the 19th century?

Ans: Politically, liberalism stood for a constitution in the 19th century in Europe. It believed in a representative government ruling by consent. It also stood for a parliamentary system. It also stood for a parliamentary system, ownership of private property and end of the privileges of the aristocracy. Economically, liberalism stood for freedom of market. It demanded for the end of state restrictions on movement of goods and capital. It led to the formation of a customs union Zollverein by Prussia in 1834, this union reduced the number of currencies from over thirty to two and abolished tariff barriers, a network of railways led to great mobility and gave an impetus to national unity. It boosted economic nationalism. Liberalism promoted the spirit of nationalism. Till the early 20th Century liberalism did not grant equal rights to men without property and all women.

4. “Culture played an important role in creating the idea of nation in Europe”. Support the statement with examples.

Ans: Culture played an important role in creating the idea of nationalism in Europe. The feeling of nationalism was strengthened, developed and given encouragement by art, music, literature and drama. Their contribution was equal to the heroic battles fought by the heroes. The Romantics encouraged the depiction of emotions, feelings and intuition. They did not believe in glorification of logic, reason and science. For them, the basis of nation should not be wars or territorial expansion but a common culture past, a shared heritage by all.

5. “Till mid-eighteenth century there were no nation states as exist today.” Justify by giving examples.

Ans: Till mid-eighteenth century there were no nation states as exist today. This is clear from the following points

- i. Eastern and central Europe were under autocratic monarchies within the territories of which lived diverse people. They did not see themselves as sharing a collective identity or a common culture.
- ii. Even the large countries like Germany and Italy were divided into small kingdoms.
- iii. The people spoke different languages and belonged to different ethnic groups.

- iv. The Habsburg Empire that ruled over Austria-Hungary, for example, was a patch work of many different regions and people.

6. Mention any four proposals of Congress of Vienna, 1815.

Ans: The whole idea of Congress of Vienna was to put back the old monarchies, over thrown by Napoleon, to their respective kingdoms.

- i. The Bourbon dynasty, which was exiled and deposed during the French Revolution, was restored to power.
- ii. France lost all the territories it had won and annexed under Napoleon.
- iii. Russia was given a part of Poland.
- iv. Belgium was added to the kingdom of Netherlands set up in the north.

7. Discuss with examples how culture, art and language helped in the rise of nationalism in Europe.

Ans: Culture, Art and Language played an important role in creating the data of nationalism in Europe. The feeling of nationalism was strengthened, developed and given encouragement by art, music, literature and drama. Their contribution was equal to the heroic battles fought by the heroes. The Romantics encouraged the depiction of emotions, feeling and intuition. They did not believe in glorification of logic, reason and science. For them, the basis of nation should not be wars or territorial expansion but a common culture past, a shared heritage by all. German Philosopher Johan Gottfried Herder proclaimed that national feelings could only be strengthened by folk songs, folk dances and folk poetry. The Romantics also believed in vernacular language-the language spoken by the large illiterate audiences. Language also played a very important role in boosting nationalism. Folk stories like ‘Grimm’s fairy tales’ played an important role in spread of nationalism in Europe. Polish poets kept the national feelings alive through their music and language, Folk dances like polonaise and mazurka became national symbols in Poland. Operas and music kept the national spirit alive. After Russian occupation in Poland, the use of language became a weapon in the hands of nationalists to fight for freedom.

8. State the ideas of Mazzini, which led to the rise of nationalism in Italy.

Ans: Mazzini was considered the ‘soul’ of nationalism. He established a secret society known as Young Italy and was totally devoted to a united Italy. He believed in the ideals of Liberty, Equality and Humanity. He was a staunch patriot and gave up everything to fight for his country’s liberatio. Mazzini firmly believed that young men of Italy could easily achieved freedom for their motherland; he declared that the need of the hour was self-sacrifice. His motto was ‘God and the people’ and his method was educating the public through literary propaganda and agitations. The failure of the 1848 revolution made Mazzini go into exile in Britain, but he continued to direct the national movement from there, through secret correspondence

CHAPTER 2

RISE OF NATIONALISM IN INDO-CHINA

Very short answer type questions and answer:

1. When did Cochin –China become a French colony?

Ans: Cochin- china became a French colony in 1867.

2. Who was the founder of the Hoa- Hao movement?

Ans: Huynh Phu So.

3. What was the result of the Geneva conference in 1954?

Ans: The Geneva conference of 1954 resulted in the division of Vietnam at the 17th parallel.

4. When was the Socialist Republic of Vietnam proclaimed?

Ans: The Socialist Republic of Vietnam was proclaimed in 1976.

Short answer question:

1. What does the term Indo-China stands for?

Ans: The term Indo-China is exclusively used to denote the region that comprises the modern day Laos, Cambodia and Vietnam.

2. Give two reasons why the French considered it necessary to colonize Indo-China.

Ans: The colonies provided raw materials, cheap labour and ended their search for market. They fulfilled their desire for glory, prestige and manpower.

3. When was the Tonkin free school started? What was its main objective?

Ans: The Tonkin free school was started on 1907. The main objective of this school was to turn students into modern students.

4. Which school started a major protest against French medium and when?

Ans: The Saigon Native Girls School started a major protest against French medium in 1927.

5. What was the main difference in ideas of Phan Boi Chu and Phan Chu Trinh?

Ans: Phan Boi Chu wanted to drive out the French immediately through armed resistance and restore Vietnamese independence. He favoured retaining monarchy as a popular ideological symbol. On the other hand Phan Chu Trinh wanted to establish a western democratic structure through peaceful reform. He wanted the French to develop agriculture and set up legal and educational institutions.

a. When and where were the French defeated in Vietnam?

Ans: The French was defeated in 1954 at Dien Bien Phu, in Vietnam.

Long answer questions

1. What actions did French take to consolidate her position in Indo-China?

Ans: French took the following actions to consolidate her position in Indo-China-a) The French built canals and drain lands in Mekong delta to increase cultivation. b) The vast system of irrigation works increased rice production and export of rice to other countries began. C) To help the rice cultivation infrastructure in transport was improved. Rail network was built by construction of trans-Indo-China railways which joined North Vietnam to South Vietnam and China railway link connecting Vietnam and SIAM (old name of Thailand) also was built.

2. Explain the policy which French followed in spreading education in Vietnam? What was their main aim?

Ans: The French sought to strengthen their rule in Vietnam through the control of education like the British in India. The French also wanted to 'civilise' the colony of Vietnam. Under the new system of education the French started dismantling the traditional educational system. The French introduce new text books which glorified the French rule and justified the colonial rule. The Vietnamese were represented as primitive and backward, capable of manual labour.

Students were taught that only French rule could provide a conducive atmosphere for the overall development of Vietnam.

In the new education system stress was given to science, hygiene and French. Along with western education, the schools encouraged the adoption of western life style and culture.

The main aim of the French education policy in Vietnam was to civilise the Vietnamese and strengthen their rule.

3. Give three reasons why the French education policy became unpopular in Indo –China.

Ans: The French education policy became unpopular in Indo-China because

Very few Vietnamese could study in the French language school. Only the elites (rich) could afford them and they were a very small section of the population.

Very few were allowed to pass the High school exam. Two thirds of the students failed every year. In the name of modern education they destroyed local cultures, religions and traditions.

4. “The schools became an important place for political and cultural battles in Vietnam against French colonialism “. Support the statement with examples.

Ans: The French sought to strengthen their rule in Vietnam through control of education. Under the new education policy, the French started in Vietnam, School children were forced to follow the western life style and culture along with the western education.

The educated and intellectuals in Vietnam became sceptic on new developments and they fought for their identity and culture. The battle lines against French colonialisation were drawn by schools and students. They refused to let them treat as slaves and the fight turned into a fight for independence.

Teachers and students in lower schools quietly defied all the instructions given in the higher classes. They followed their own curriculum and criticized the French text books. Students also protested against the colonial government in not giving them higher paid jobs. They formed parties to fight for their rights.

5. Explain the part played by religious groups in giving impetus to anti-colonial feelings.

Ans: Religion also created conflicts between the colonial rulers and the nationalists in Vietnam.

Vietnam’s religious beliefs were a mixture of Buddhism, Confucianism and local practices. Religious beliefs among the peasantry were shaped by a variety of traditions that combine Buddhism and local practices.

The French missionaries introduced Christianity and they preached against some of the practices followed the Vietnamese.

A scholar’s Revolt broke out in 1868 against the spread of Christianity in Vietnam. Over a thousand of Catholics were killed in the Revolt. The French crushed the movement but this uprising served to inspire other patriots to rise up against them. Some religious movements in Vietnam supported the French but other preached against the colonial rule.

Huynh Phu So launched Hao Hoa movement in 1939 in the Mekong delta region. It drew on religious ideas popular in Anti- French popular uprising of the nineteenth century. He preached against gambling, drinking and opium smoking and sale of child brides.

The French tried to suppress him, declared him mad and send him to prison. But in 1941 he was released from the jail and was send to exile to Laos. Thus religious groups also played a parting giving impetus to anti-colonial feelings.

6. Describe the events which lead to the final exit of the French from Indo-China.

Ans: Vietnam fought for their freedom under the leadership of Ho Chi Minh. After the second world wars, the French had to face the communist army Viet Minh, led by the Vietnamese leader Ho Chi Minh. Ho Chi Minh started a national movement to liberate the areas held by France. In 1945 he toppled the French controlled puppet government in Annam, under Bao Dai. In 1945 Ho Chi minh proclaimed an independent republic of Vietnam. He later agreed that it would be an autonomous state under the French union. However, soon differences with the French lead to a long battle between the French and the forces of Viet Minh in 1946. The Viet Minh won a decisive victory at Dien Bien Phu in 1954 as the war proved too expensive for the French. The Geneva conference in 1954 divided Vietnam at the 17th parallel. Ho Chi Minh became the first president of the independent Republic of North Vietnam. South Vietnam was placed under the Bao Dai government. The accord also provided for elections to be held in 1956 aimed at reuniting North and South Vietnam.

The Geneva conference led to the end of the French claim to any territory in the Indo-Chinese peninsula. Thus, the events in 1954 ended French colonial rule in Vietnam.

7. What are the differences of opinion between the two groups in Vietnam regarding the introduction of French education system?

Ans: Educating the Vietnamese created a problem for the French. The rich and powerful Vietnamese were influenced by the Chinese culture and the French had to destroy this influence. Two suggestions were offered to solve this problem.

A group of educationists suggested that the medium of instruction should be given in French. They thought that it would make the Vietnamese familiar with French culture and civilization.

They would understand how superior the French culture was. It would also create an "Asiatic France" in Vietnam to support the European France. They also felt that the educated Vietnamese would support and work for France.

Another group of educationists did not agree with these ideas. They wanted Vietnamese to continue in lower classes. They believed that French should be taught in higher classes and those who become proficient in the language and followed French culture would be rewarded. They would be given French citizenship.

CHAPTER 3 NATIONALISM IN INDIA

Very short answer and questions

1. When did Gandhiji return to India?

Ans: Gandhiji returned to India in 1915.

2. Name the leader of the tribal movement in Andhra Pradesh.

Ans: Alluri Sitaram Raju.

3. Who formed the Swaraj Party?

Ans: C.R Das and Motilal Nehru formed the Swaraj Party.

4. Why were the Indians against the Simon Commission?

Ans: The Simon Commission was considered an insult to India as it had no Indian in it to decide India's future. So the commission was boycotted by the Indians.

5. What is Satyagraha?

Ans: Satyagraha is a non-violent method of mass agitation against the oppressor. It is not a physical force; it is a pure soul force.

Short answer questions

1. Name two Muslim leaders of Khilafat Movement.

Ans: Muhammad Ali and Shaukat Ali.

2. What is the significance of the Lahore Session of the Congress held in December 1929?

Ans: The Congress adopted the resolution of 'Purna Swaraj' or full independence at the Lahore session of Congress held in December 1929.

3. Write any two principles of Satyagraha.

Ans: The two principles of Satyagraha are i. Non-Violence (Ahimsa) and ii. Truth

4. Name the two main Satyagraha movements organised by Mahatma Gandhi successfully in favour of peasants in 1917 and 1918.

Ans: Champaran Satyagraha and Kheda Satyagraha.

5. When and why was the Inland Emigration Act passed by the British in India?

Ans: Inland Emigration Act was passed by the British in India in 1859. The Act prevented the plantation workers from going to their villages without their permission. The permission was very rarely given to them.

Long Answer Questions

1. Describe the activities of the workers in plantations during the Civil disobedience Movements.

Ans: During the civil disobedience movements, workers in plantations took active part for the spread of the movement. For the workers in British plantations, Swaraj meant freedom of different kind for the workers. For plantation workers in tea garden of Assam, Gandhiji's Swaraj meant right to freedom of movement. By the Inland Emigration Act of 1859, the British did not allow the plantation workers to go back their village without their permission.

The Non-Cooperation Movement made them leave the plantations in thousands. They thought they were free to go back to go their villages where they would be given land. But their dream was never fulfilled. They were caught on their way to villages and brutally beaten up by the police. People in towns, countryside and plantations interpreted non-cooperation in their own way. The tribals, the workers chanted Gandhiji's name just as his followers did in towns and they all demanded "Swatantra Bharat" a free India. This linked them with the movement and identified them with the national movement and the congress. They all believed that "Swaraj" would end their sufferings and troubles.

2. Discuss the tribal movement in Andhra Pradesh and its impact on nationalism.

Ans: The tribals of Gudem Hills in Andhra Pradesh gave their own interpretations to "swaraj". They started militant gurella movement against the colonial government.

Their leader was Alluri Sitaram Raju who claimed that he had special powers. He could survive bullet shots, make correct astrological predictions and could heal people.

The reasons for their uprisings were as follows:

- i. The British administration brought them fully under their colonialism and introduced a new system of land revenue and taxation of whatever the tribal produced. Tribal chiefs were made into Zamindars.
- ii. It tried to spread Christianity among the tribals.
- iii. Colonialism also introduced money-lenders, traders and middleman in their society.
- iv. The tribals lost their land and were forced to become agricultural labourers, share-croppers and rack rented tenants in their own land.
- v. The Colonial government passed laws which banned their forest lands and restricted the tribals from using their own forest products and land.
- vi. The revenue agents forced "beggar" in the tribals and extortion became their rule.

Impacts:

Gandhiji's non-cooperation movement inspired Alluri Sitaram Raju and he persuaded tribals to wear Khadi and give up drinking.

But at the same time he believed India could become free by use of force and not by non-violent methods. They carried on guerrilla war also for winning Swaraj. Thus, by participating in non-cooperation movement and using Khadi they too contributed their share in the freedom movement.

3. Describe the main features of the Cabinet Mission plan.

Ans: The Cabinet Mission, which reached in New Delhi on March 24, 1946, had prolonged discussion with Jawaharlal Nehru and other leaders of the congress and of the Muslim League. The main features of the Cabinet Mission Plan are as follows:

- i. There shall be a federal union of India involving both the British Indian provinces and the princely states.
- ii. The provinces would be free from their groups with common legislature and executive.
- iii. The constituent assembly of the union shall have 385 members; 292 members from the provinces shall be elected on communal basis and 93 from the Princely States shall be nominated by the princes.
- iv. Setting up of an interim government at the centre, having the support of the major political parties.
- v. A treaty shall be negotiated between the Constituent Assembly and the United Kingdom to provide for certain matters arising out of the transfer of power.

The plan however had its own problems and both the Muslim League and the Congress objected to some of the proposals contained in it.

4. Discuss the contribution of Subhas Chandra Bose in the freedom struggle.

Ans: Subhas Chandra Bose, popularly known as “Netaji”, played a major role in the freedom struggle of India. Born on 23rd January 1897, S.C Bose became a true Swarajist by 1923. He did not agree with Gandhiji's methods of achieving independence through non-violence. At first, Netaji joined congress party and was even elected congress president twice. But he couldn't agree with Gandhiji's views and he resigned the post and formed the Forward Bloc. He was imprisoned for his revolutionaries activities on various occasions. At the time of world war II, he escaped to Peshawar and then moved to Kabul and Moscow. He met Hitler and with his help he organised liberation army to free India. In 1941, Netaji went to Japan and formed the INA in 1943. He inspired his army with the battle cry ‘Delhi Chalo’. INA captured Kohima and reached Imphal and hoisted the National flag. But the victory was short lived. British re-captured Rangoon and Japan surrendered. Subhash Chandra Bose is said to have died in a plane crash while he was travelling from Bangkok to Tokyo. Even though he did not succeed in his battle, he had driven home his message ‘JAI HIND’

*****The End*****