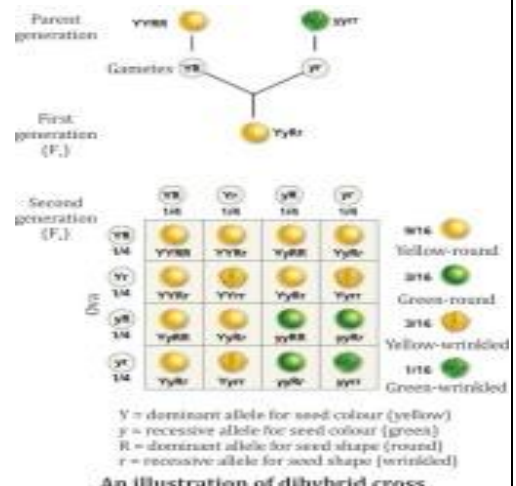


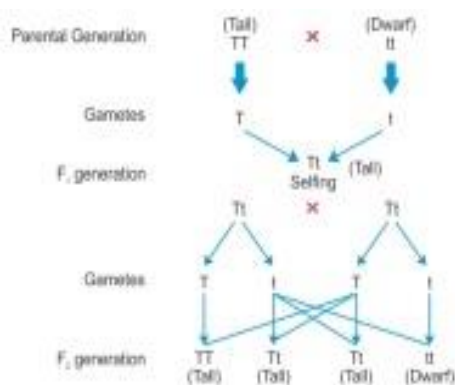
**KERALA PUBLIC SCHOOLS**  
**ACADEMIC YEAR 2020-21**  
**HOME ASSIGNMENT**



**CLASS : X**  
**DATE: 22.09.2020 to 05.10.2020**

SUBJECT	ASSIGNMENT
<b>MATHS</b>	Chap-4 Quadratic Equations [Ex-4.1, 4.2, 4.3, 4.4] Chap-12 Areas Related to Circles [Ex-12.1, 12.2, 12.3] NOTE: [For Std IX & X Sums to be practiced from R .S .Aggarwal also]
<b>SCIENCE</b>	<p><b>BIOLOGY</b>  <b>CH- HEREDITY ( NCERT page no.-142 to 146)</b></p> <p style="text-align: center;">Write these question/ Answer in your Notebook.</p> <ol style="list-style-type: none"> <li>Question- Explain Mendel's concept of heredity, by giving three laws.                      Ans-Mendel worked on pea plant( Pisum Sativum) and discovered the fundamental laws of Inheritance. He found that traits ( characteristics) are controlled by factors and each factors(gens)comes in pairs. These factors are inherited as distinct units, one from each parents.                      Mendel proposed three laws:-                     <ol style="list-style-type: none"> <li><b>Law of Dominance</b>- Out of a pair of contrasting characters present together, only one is able to express itself while the other remains suppressed. The one that expresses is the <b>DOMINANT</b> character and the one unexpressed is the <b>RECESSIVE</b>.</li> <li><b>Law of Segregation</b>- The two member of a pair of factor separate during the formation of gametes. They do not blend but segregate or separate into different gametes.</li> <li><b>Law of Independent Assortment</b>- When there are two pairs of characters, the distribution of the alleles of one character into the gametes is independent of the distribution of the alleles of the other character.</li> </ol> </li> <li>Question no.- 1 and 2 from (NCERT Page no.- 143)</li> <li>Question no- 1 and 2 from ( NCERT page no.- 147) Draw the diagram- Monohybrid cross and Dihybrid cross.</li> </ol>





## CHEMISTRY –

### CHAPTER 5 -PERIODIC CLASSIFICATION OF ELEMENTS

1. Read the chapter thoroughly page ( 79 – 86 ) NCERT BOOK
2. Do question no. 1,2,3 page 81 NCERT BOOK
3. Do question no. 1,2,3,4 page 85 NCERT BOOK
4. Answer the following questions: (Very Short Answer Type Questions.)
  - (i) How did Dobereiner classify the elements?
  - (ii) Give one example of such triads.
  - (iii) What was the basis of classification of elements by Newland?
  - (iv) What was the drawback of these two laws?
  - (v) Chlorine, bromine and iodine form a Dobereiner's triad. The atomic masses of chlorine and iodine are 35.5 and 126.9 respectively. Predict the mass of bromine.
  - (vi) Why was the system of classification of elements into triads not found suitable?
  - (vii) What are the vertical columns in the periodic table called?
  - (viii) What are the horizontal rows in the periodic table called?
  - (ix) Name one alkali metal and one alkaline earth metal each starting with the letter S.
  - (x) State one reason for placing Mg and Ca in the same group of the periodic table.
5. Answer the following questions : (Short Answer Type Questions.)
  - (i) Define Newland's law of Octaves.
  - (ii) State Mendeleev's Periodic Law. Name any two elements which were discovered later after Mendeleev's periodic table.
  - (iii) Why lithium with atomic number 3 and potassium with atomic number 19 are placed in group one?
  - (iv) Write any one difference in the electronic configurations of group – 1 and

- group – 2 elements.
- (v) Write the formulae of Eka-silicon and Eka-aluminium, the elements predicted by Mendeleev.
  - (vi) Write two reasons responsible for late discovery of noble gases.
  - (vii) The atomic numbers of three elements X, Y and Z are 3, 11 and 17 respectively. State giving reason which two elements will show similar chemical properties.
6. Answer the following questions: (Long Answer Type Questions.)
- (i) Give an account of the process adopted by Mendeleev for the classification of elements. How did he arrive at “Periodic Law”?
  - (ii) Mendeleev predicted the existence of certain elements not known at that time and named two of them as Eka- silicon and Eka-aluminium.
    - (a) Name the elements which have taken the place of these elements.
    - (b) Classify these elements as metals, non-metals or metalloids.
    - (c) How many valence electrons are present in each one of them?
    - (d) Why did Mendeleev leave some gaps in his Periodic Table?

## **SUBJECT –PHYSICS**

### **CH-LIGHT TOPIC –REFRACTION OF LIGHT ,REFRACTIVE INDEX,FACTORS ON WHICH REFRACTIVE INDEX OF A MEDIUM DEPENDS,LATERAL DISPLACEMENT OR LATERAL SHIFT,FACTORS ON WHICH LATERAL SHIFT DEPENDS,DIFFERENT FORMULAE OF REFRACTIVE INDEX**

Q1. Define Refraction

Ans :-The bending of light rays when they pass obliquely from one medium to another medium is called Refraction of Light.

Q2. State the laws of Refraction of light.

Ans :-Laws of Refraction of light are:-

(i) The incident ray , the refracted ray and the normal at the point of incidence lies at the same point.

(ii)The ratio of sin of angle of incidence to sin of angle of refraction is constant known as refractive index.

Q3.What is the cause of Refraction of light?

Ans :-The Refraction of light is due to the fact that speed of light is different in different media.

Q4.Define Refractive Index and express it mathematically.

Or

Define absolute Refractive Index of a medium.

Ans :- Refractive index is defined as the ratio of the speed of light in vacuum (c) to the speed of light in medium (v). That is  $n=c/v$ .

Q5.Define Relative refractive index of a medium.

Ans:-Relative refractive index of a medium (2) w.r.t medium (1) is defined as the ratio of speed of light in medium (1) to speed of light in medium (2).

	<p>Q6. Write Snell's Law          Ans:- The ratio of sin of angle of incidence to sin of angle of refraction is constant quantity known as refractive index .This Law is known as Snell's Law.</p> <p>Q7 .Name the physical quantity which remains the same when light goes from one medium to another medium.          Ans :- Frequency of light remains the same when light goes from one medium to another medium.</p> <p>Q8.What happens when a ray of light strikes the surface of separation between the two media at right angles.          Ans:- There is no refraction of light and the ray of light continues to travel along the same path.</p> <p>Q9.Name the factors on which Refractive Index of a medium depends.          Ans:-The factors on which Refractive index of a medium depends are:-          (i)Nature of the material of the medium.          (ii)Density of the medium.          (iii) Colour or wavelength of the light.</p> <p>Q10. Name the factors on which Lateral shift depends.          Ans:- Factors on which Lateral shift depends are:-          (i) Lateral Shift is directly proportional to the thickness of glass slab.          (ii)Lateral Shift is directly proportional to the incident Angle.          (iii) Lateral Shift is directly proportional to Refractive Index of glass slab.          (iv)Lateral shift is inversely proportional to the wavelength of incident light.</p>
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<p><b>HINDI</b></p>	<p><b>कक्षा –दसवीं</b>  <b>हिंदी साहित्य</b>  <b>पाठ-मानवीय करुणा की दिव्य चमक (सर्वेश्वर दयाल सक्सेना )</b>  <b>पाठ को ध्यानपूर्वक पढ़ें एवं समझें</b></p> <p>प्रश्न.1 लेखक ने फादर बुल्के को 'मानवीय करुणा की दिव्य चमक' क्यों कहा है?          उत्तर- लेखक ने फादर बुल्के को मानवीय करुणा की दिव्य चमक इसलिए कहा है क्योंकि उसके हृदय में सम्पूर्ण मानवता के प्रति करुणा थी  उस करुणा की अलौकिक आभा उनके मुख पर रहती थी  वे विश्व को करुणा और मानवता का संदेश देते थे  </p> <p>प्रश्न.2 फादर की उपस्थिति देवदार की छाया जैसी क्यों लगती थी ?          उत्तर फादर लेखक के घरेलू उत्सवों और संस्कारों में उपस्थित रहकर बड़े भाई और पुरोहित की भूमिका निभाते थे  वे अपने आशीर्वादों से सराबोर कर देते थे  इस व्यवहार को देखकर ही लेखक को उनकी उपस्थिति ऊँचाई पर देवदार की छाया लगती थी  </p> <p>प्रश्न.3. 'फादर बुल्के भारतीय संस्कृति का एक अभिन्न अंग है,' किस आधार पर ऐसा कहा गया?          उत्तर.कामिल बुल्के जन्म से बेल्जियम के थे किंतु उन्होने भारत को अपनी कर्मभूमि बनाया  भारत आकर उन्हें भारत की संस्कृति और हिंदी भाषा उन्हें भारतीयों से भी अधिक प्रिय हो चुकी थी  उन्होने भारतीय संस्कृति-सभ्यता का गहन अध्ययन किया  उन्होने रामकथा के जितने आयाम खोजे ,उतने और कोई खोज नहीं पाया  उनके मन में भारत ,भारतीय संस्कृति और हिंदी के प्रति गहरा लगाव था  इसी आधार पर कहा गया है कि फादर बुल्के भारतीय संस्कृति का एक अभिन्न अंग है  </p> <p>प्रश्न.4 कामिल बुल्के का जन्म कहाँ हुआ था और वे वहाँ क्या करते थे ?          उत्तर- कामिल बुल्के का जन्म यूरोपिय देश बेल्जियम के रेम्सचैपल शहर में हुआ था  वे वहाँ इंजीनियरिंग के अंतिम वर्ष के छात्र थे  </p>
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प्रश्न.5 भारत के प्रति अपने लगाव के बारे में फादर ने क्या कहा था ?

उत्तर- फादर कामिल बुल्के भारत को अपना देश मानते थे |हालांकि जन्मभूमि के बारे में पूछने पर वे रेम्सचैपल का नाम लेते थे |इंजीनियरिंग छोड़कर जब उनके मन में सन्यासी बनने की बात आई तब उन्होंने भारत को ही चुना | भारत ही उनका कर्मक्षेत्र बना और यहीं उन्होंने अंतिम साँस ली |

प्रश्न.6 भारत में आकर बुल्के को सबसे अधिक याद किसकी आती थी,इससे उनकी कौन-सी विशेषता उभरकर सामने आई है ?

उत्तर- भारत में आकर बुल्के को अपनी माँ की बहुत याद आती थी|वे प्रायः माँ की स्मृति में डूब जाते थे |इससे उनकी माँ के प्रति असीम प्रेम और लगाव की विशेषता उभरकर आई है |वे अपनी माँ से अत्यधिक प्यार करते थे |उनकी माँ की चिट्ठियाँ भी उनके पास आती रहती थी |

**हिंदी भाषा –(पुनरावृत्ति वाच्य)**

1.निम्नलिखित वाक्यों के वाच्य के भेद बताइए-

क.कहारों ने डोली उठाई |

ख.रात में कैसे चला जाएगा |

ग. दीपक पुस्तक पढ़ता है |

घ.उन्से यह वचन निभाया नहीं गया |

ङ.गर्मियों में खूब पानी पिया जाता है |

2.निर्देशानुसार वाक्य परिवर्तन करें –

क. पुलिस द्वारा चोर को पकड़ा गया |(कर्तृवाच्य)

ख.मैं अखबार पढ़ती हूँ |(कर्मवाच्य)

ग.पक्षी उड़ते है |(भाववाच्य)

घ.बालिका सो रही है (कर्मवाच्य)

ङ.बच्चा रोता है (भाववाच्य)

**ENGLISH**

**Topic:**

**Language – Story Writing and Integrated Exercise ( Editing and Omission)**

**Literature - Glimpses of India (Part II and III)**

**GLIMPSES OF INDIA (COORG – PART 2)**

**INTRODUCTION**

The lesson gives us a beautiful insight of the smallest district of Karnataka and its people. The place has an amazing weather throughout the year with enough rain during the monsoon season. The people of Coorg are known to be one of the bravest. Coffee is the main crop grown in this region. A variety of animals can be found here while the place is surrounded by beautiful Brahmagiri hills, islands and Tibetan settlements.

## **CHAPTER HIGHLIGHTS**

Coorg, a place so beautiful that it seems like a piece of heaven has drifted away from God's kingdom and has settled on the Earth. It is somewhere between Mysore and Mangalore.

It is an area with low hills of unequal height. The men are brave warrior, the women of Coorg are pretty. The place has a variety of wild animals too.

Also known as Kodagu, it is one of the smallest districts of Karnataka. 30% of the area of Coorg is covered with evergreen rainforests and the place receives rain for most part of the year, especially during the monsoon season.

The period from September to March is ideal for visiting Coorg. The weather is pleasant and there is some rain which makes it worthwhile. The air is filled with the strong fragrance of coffee due to the abundant coffee plantations.

The people of Coorg are believed to be of Greek or Arabic background and are generally ferocious. This theory came into being because of their dressing style. They are generally seen wearing long and black coat with embroidered waist belt known as Kuppia. Kuppia is similar to the kuffia worn by Arabs and Kurds. It is also rumoured that some people of Alexander's army could not return to their homeland and so, settled here while returning from the south.

The people of Coorg marry each other and their cultures as well as rituals are very different from the ones followed by Hindus. The people are very welcoming and warm in nature. They are always ready to entertain with stories of their ancestors. They are known to be independent, ferocious and brave which is evident from the fact that the Coorg regiment in the Indian army has received the maximum number of awards for bravery. The first chief of the Indian Army named General Cariappa belonged to Coorg.

Also, these are the only people permitted to carry firearms freely unlike others who need a licence. This shows that the Coorgi are reliable too. The evergreen forests and hills of Coorg provide water to river Kaveri also known as Cauvery, a major river in South India.

A large freshwater fish called Mahaseer is found in these waters and is looked for by the birds. Squirrels and langurs play in these waters by throwing half-eaten fruits whereas elephants enjoy bathing in it.

The tourists who visit Coorg to relax in the natural beauty of the place also get attracted towards the various adventurous sports activities available like river rafting, canoeing, rappelling, rock climbing and mountain climbing. The hills have various paths formed by footsteps of walkers who trek there.

While taking a walk in their region, one may find a variety of animals around them. Birds, bees and butterflies fly around you while squirrels and langurs keep an eye on you from the trees. Wild elephants can also be found in Coorg.

To have an overall look of the beauty of Coorg, one must climb up to the Brahmagiri hills. Coorg is surrounded by astounding places of beauty like the island of Nisargadhama and Bylakuppe which is India's largest Tibetan settlement.

Monks wearing red, orange and yellow coloured garments can also be found in the district of Coorg where their lifestyle is a fascinating view for the travellers. A mix of diverse cultures can be seen here which represent the heart and soul of India.

## **Short Answer Type Questions**

Q 1. What is the story about Kodavu people's Greek descent?

Ans . As per the legend, a part of Alexander's army, when retreating from India, went South and settled in Coorg when they found that they could not return home. Then they married among the locals and their descendants are the Kodavus.(the people of Coorg).

Q 2. How has the Coorgi tradition of courage and bravery recognized in modern India?

Ans . The Coorgi tradition of courage and bravery has been recognized by awarding the Coorg Regiment with the most number of gallantry awards. Besides, the Coorgis are the only Indians allowed to carry firearms without a license.

Q 3. Describe the wildlife of Coorg.

Ans The wildlife of Coorg consists of animals like macaques, langurs, squirrels, loris and elephants. The birds spotted in Coorg are kingfishers.

Q 4. Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg?

Ans. The weather of Coorg is pleasant during the months from September to March. During that time, the weather is perfect with some showers thrown in for good measure. During the monsoon, it receives heavy rainfall.

#### **Long Answer Type Questions**

Q. How do Coorg's location, people and natural features add to the diversity of India?

**Answer:**

Coorg is beautifully located and described as a piece of heaven that must have drifted from the kingdom of God. It has rolling hillsides with a pollution free river and forests teeming with wildlife. Here nature exists in its pristine glory, which adds to the diversity of India. Further, it has coffee and spice plantations, quite different from the rest of India. The local people, the Kodavus, are a martial race. Of course, they are well known for their hospitality, just like all Indians. All these features of Coorg add to the diversity of our country.

**Answer the following in 30-50 words:**

1. What legacy have the colonial powers left to the district of Coorg?
2. Why has Coorg been referred to as 'a piece of heaven drifted from the kingdom of God'?

**Answer the following in 100-120 words:**

1. What do the people of Coorg teach us?

### **GLIMPSES OF INDIA (TEA FROM ASSAM – PART 3)**

#### **INTRODUCTION**

The lesson is about two friends - Pranjol and Rajvir who are travelling to Pranjol's hometown Assam for the summer vacation. Assam is known as the 'tea country'. It has the largest concentration of plantations in the world. During their journey they discuss about the various 'legends' that are known to have discovered tea. The story tells us about the popularity of tea as a beverage.

## **CHAPTER HIGHLIGHTS**

The scene is set on a train station where a tea vendor asks the two friends if they would like to buy some freshly-made hot tea. They decide to have two cups of tea joining almost everyone else in their compartment.

With this, Pranjol highlights the fact that “almost eighty crore cups of tea are consumed everyday throughout the world” while Rajvir remains surprised on listening to it. Indeed, tea is a popular beverage all over the world.

As soon as the train started moving, Pranjol got engaged in reading his detective book. Both the friends were huge fans of detective books but Rajvir chose to look at the scenic beauty at the moment. There was greenery all around, something Rajvir had never seen before. After the green paddy fields, came tea plantations.

As far as he was able to look, only tea bushes were visible so much so that the narrator compared it to a ‘sea’ of tea bushes. In the background, there were hills with dense forests. In between the tea plantations, there were orderly rows of tall and strong trees that were moving because of the wind. It was an amazing view.

As the train was moving, next Rajvir saw was an ugly looking building with smoke coming out of it. It was a tea garden! Rajvir got excited but Pranjol who had seen all of it during his childhood didn’t match up to his friend’s level of enthusiasm.

Pranjol tells him that they have entered Assam, which is known as the ‘tea country’.

The state has the maximum number of tea plantations in the world.

Before visiting the Tea country, Rajvir read a lot about tea and how it was discovered. There were numerous theories and one of which was about a Chinese Emperor who had a habit of drinking boiled water. Once upon a time when he was boiling that water, few leaves fell into it and it tasted delicious. It is said that those leaves were tea leaves.

On being asked by Pranjol, Rajvir told another story about an Indian legend named Bodhidharma. He was a Buddhist monk who had cut his eyelids because he used to feel sleepy while meditating. Eventually, tea plants grew out of his eyelids which upon consuming after boiling with water helped in getting rid of sleep. Further, Rajvir highlighted a few facts that stated that tea dates back to 2700 B.C. and was first consumed in China.

All such words such as ‘chai and ‘chini’ have originated from Chinese language.

Tea was introduced to Europe quite late- in the sixteenth century where it was considered to have medicinal properties.

The train had stopped and the boys reached their destination where they gathered their luggage and de-boarded the train only to find a platform that was too crowded. Pranjol’s parents had come to receive them. After almost an hour, they reached Dhekiabari, Pranjol’s tea garden after taking a turn and making their way through a cattle-bridge. Their tea garden was stretched upon a vast area of land. All the bushes were cut to the same height and they had been taken care of. On the fields, tea pluckers were seen wearing an apron and carrying the bamboo baskets in order to pluck the freshly-sprouted leaves.

On their way to the fields, Pranjol’s father gave way to a tractor that was loaded with tea leaves. On seeing this, Rajvir flaunts his knowledge by mentioning that this is the second sprouting period of the year that lasts from May to July and gives



excellent yield. Pranjol's father, who seems to be impressed, replies that he seems to have done a lot of research before coming. Pranjol who was excited about learning more about the amazing beverage showed his intention for the same.

### **Short Answer Type Questions**

Q1. 'This is a tea country now'. Explain this with reference to Assam.

**Answer:**

Assam has the world's largest concentration of tea plantations in the world. A large number of tea gardens can be found there. Most of the tea grown in Assam is supplied all over the world.

Q 2. Why did Pranjol's father say that Rajvir had done his homework before visiting Assam?

**Answer:**

Rajvir was very excited about visiting the tea garden and thus, he studied a lot about it before visiting the tea garden. Thus, Pranjol's father said that Rajvir had already done his homework before visiting Assam.

Q 3. What legends are associated with the origin of tea ?

**Answer:**

According to Chinese legend, once a few twigs of the leaves burning under the pot fell into the water and gave it a delicious flavour. Those leaves were tea leaves.

According to the Indian legend, Bodhi dharma cut off his eyelids because he felt sleepy during meditation and threw them on the earth. Ten tea plants grew out of those eyelids. When he boiled them in water and drank that water, it banished his sleep.

### **Long Answer Type Questions**

Q1 According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best plantations in the world that makes it a unique country?

**Answer:**

In India, some of the best plantations like tea and coffee are grown in huge quantities. India is also a home to many spices like haldi and while Assam is home to tea, Coorg is home to coffee. These plantations make India a unique country which has not just traditional spices and beverage plants growing within it but also follows traditional agricultural practices.

### **Home Assignment**

#### **Answer the following questions in 30-50 words**

1. How did Rajvir describe the tea garden at Dhekiabari?
2. How are the tea-pluckers different from other farm labourers?

#### **Answer the following in 100-120 words :**

1. Rajvir seemed to have a lot of information about tea. What all does he tell? What character trait of his is revealed?

## **LANGUAGE**

### **WRITING SKILLS**

1. Raju wanted to participate in a story writing competition. He started a story,

but could not complete it. Complete the story for him in about 150-200 words:

Mr Raghav got transferred to a new city. Happily he shifted to the new city and new home, but soon the family started feeling that all was not well in their new home as-----

**Or**

2. Write a story in 150-200 words from the outline given below:

Cold winter night ---- all sound asleep ---a thudding sound-----switched on lights----hurried footsteps---followed-----

**GRAMMAR**

1. The following passage has not been edited. There is an error in each line against which a blank is given. Write the incorrect word and the correction against the correct blank number.

	Error
<b>Correction</b>	
Anne is in need of the true friend with _____	a. _____
who she can share her joys and _____	b. _____
sorrows. She has loving parent and about _____	c. _____
thirty people whom she can call friend. _____	d. _____
when she is with his friends she _____	e. _____
could talk about matters of everyday _____	f. _____
but cannot share her feelings	

2. In the following passage one word is omitted in each line. Write the missing word along with the words that come before and after it.

	Before	Word	After
You'll be glad to that I've filled up the NDA form.	a. _____	_____	_____
The entrance test is scheduled the 14 <sup>th</sup> of June.	b. _____	_____	_____
I'm thinking joining the REC tutorial centre. I believe	c. _____	_____	_____
they are good. Please me Rs.1500 for the entrance fee.	d. _____	_____	_____
I this money urgently.	e. _____	_____	_____

<p><b>SOCIAL STUDIES</b></p>	<p><b>CH. NATIONALISM IN EUROPE</b>  <b>Read the chapter and underline the difficult words. Go through the multiple choice and very short questions. Multiple choice questions and very short questions are not to be written in the note book.</b>  <b>Short type and long type questions and answers to be written in the note book .</b></p> <p>1. Elle, the measuring unit in Germany was used to measure:  (a) cloth  (b) thread  (c) land  (d) height  <b>Answer: a</b></p> <p>2. Zollverein started in 1834 in Prussia refers to a:  (a) Trade Union  (b) Customs Union  (c) Labour Union  (d) Farmer's Union  <b>Answer: b</b></p> <p>3. What do the saints, angels and Christ symbolise in the Utopian vision?  (a) Equality among people  (b) Fraternity among nations  (c) Freedom of nations  (d) Resentment against nations  <b>Answer: b</b></p> <p>4. Who were the 'Junkers'?  (a) Soldiers  (b) Large landowners  (c) Aristocracy  (d) Weavers  <b>Answer: b</b></p> <p>5. Which treaty recognised Greece as an independent nation?  (a) Treaty of Constantinople, 1832  (b) Treaty of Vienna, 1815  (c) Treaty of Versailles, 1871  (d) None of these  <b>Answer: a</b></p> <p>6. By which of the following treaties was the United Kingdom of Great Britain formed?  (a) Treaty of Versailles</p>

- (b) Act of Union
- (c) Treaty of Paris
- (d) Treaty of Vienna

**Answer: b**

7. Which of the following group of powers collectively defeated Napoleon?

- (a) England, France, Italy, Russia
- (b) England, Austria, Spain, Russia
- (c) Austria, Prussia, Russia, Britain
- (d) Britain, Prussia, Russia, Italy

**Answer: c**

8. Romanticism refers to a:

- (a) cultural movement
- (b) religious movement
- (c) political movement
- (d) literary movement

**Answer: a**

9. Which one of the following types of government was functioning in France before the revolution of 1789?

- (a) Dictatorship
- (b) Military
- (c) Body of French Citizen
- (d) Monarchy

**Answer: d**

10. Which of the following countries is considered as the 'cradle of European civilization'?

- (a) England
- (b) France
- (c) Greece
- (d) Russia

**Answer: c**

**Very short type questions:**

1. Austrian Chancellor \_\_\_\_\_ hosted the Congress of Vienna

**Answer:**

Duke Mettemich

2. The first clear expression of nationalism came with the \_\_\_\_\_ .

**Answer:**

French revolution

3. The Civil Code of 1804 was known as the \_\_\_\_\_

**Answer:**

Napoleonic Code

4. \_\_\_\_\_ became the allegory of the German nation.

**Answer:**

: Germania

5. Frederic Sorrieu was a \_\_\_\_\_

**Answer:**

French artist

6. A large part of the Balkans was under the control of the \_\_\_\_\_ Empire

**Answer:**

Ottoman

### **Short Type questions**

1. How had the female figures become an allegory of the nation during the 19th century in Europe?

**Answer:**

In the 19th century in Europe, the female figures became an allegory of the nation in the following ways.

The artists, in the 18th and 19th centuries in Europe, wanted to represent a country, as if it was a person. In other words, they wanted to personify the nation. Nations were represented as female figures. The female form did not belong to any particular woman in real life. It was an abstract idea, which gave the nation a concrete form.

The female figure became an allegory of a nation.

In France, the female form was given the name of Marianne, which represented the nation. Her characteristics were red cap, the tricolor and the cockade, drawn from those of Liberty and the Republic.

Similarly, Germania became the allegory of the German nation. Germania wears a crown of oak leaves because oak stands for heroism.

**2. Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the 19th century in Europe.**

**Answer:**

The conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the 19th century in Europe were:

- There were many states imposed restrictions on the movement of goods, capital and people.
- Each confederation had its own system of weights and measures that involved time-consuming calculations.
- Because of countless principalities, there were many check posts where custom duties were paid by the merchants. It resulted in price rise and delay in supply.

**3. How did a wave of economic nationalism strengthen the wider nationalist sentiments growing in Europe? Explain.**

**Answer:**

A wave of economic nationalism strengthened wider nationalist sentiments growing in Europe with:

- (a) the demands of new commercial classes for a unified economic province for unconstrained transfer of commodities, people and funds.
- (b) the formation of the Zollverein in 1834.
- (c) the elimination of tariff barriers by the union.

**4. Describe the events of French Revolution which had influenced the people belonging to other parts of Europe.**

**Answer:**

Events of French Revolution that influenced the people of other parts of Europe were as follows.

- (a) When the news of the French Revolution reached different cities of Europe, students and other members of educated middle classes began to set up Jacobin clubs which influenced the French army.
- (b) The French armies began to carry the idea of nationalism abroad.
- (c) The Napoleonic Code, introduced in 1804, abolishing privileges and upholding equality and other reforms, exported these new ideas to the European regions under French Control

**5. What were Jacobin Clubs? How did their activities and campaigns help to spread the idea of nationalism abroad? Explain.**

**Answer:**

Jacobin clubs were the political clubs that were set up by educated middle class in all over Europe to replace autocratic regimes in Europe with democratic governments. They were inspired by the events in France.

- The activities and campaigns of these clubs paved the way for the French armies which moved into Holland, Belgium and Switzerland and much of Italy in 1790.
- With the outbreak of revolutionary wars, the French armies carried the ideas of

nationalism in foreign

**6.Explain any three ways in which nationalists feelings were kept alive in Poland in the 18th and 19th century.**

**Answer:**

Polish people used their culture in a big way. They strived hard to keep their national identity. Nationalist feelings were kept alive in Poland in the following ways:

- They used music to keep their unity and identity. Karol Kurpinski raised the national struggle by staging his Polish operas and music.
- Traditional dance forms of Poland polonaise and mazurka became their national symbols.
- In the regions occupied by the Russia, Polish people used their language to develop nationalist feelings. It was used as a weapon of national resistance in Church gatherings and religious instructions.

**7.Explain any three causes of conflict in the ‘Balkan area’ after 1871.**

The Balkans comprised of modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia, and Montenegro. A large part of this region was under the control of the Ottoman Empire. This was a region of great geographical and ethnic variation and its inhabitants were known as Slavs.

The following were the main causes of the. conflict in the Balkan area after 1871:

- The feelings of nationalism of these countries were in conflict with one another. They were fiercely jealous of each other and struggle to define their identity. They were extremely intolerant of one another.
- The disintegration of Ottoman Empire which had throughout the 19th centuries tried to strengthen itself through modernization and reforms.
- The breaking away of each of these nationalist group one by one from control of the Ottoman Empire was the another cause of conflict. They declared themselves as independent with political rights on the basis of the history. They proved that once they had been independent but were subsequently subjugated by foreign powers.

**8,Explain any three ideas of Liberal Nationalists in the economic**

Liberal nationalists had the following ideas in the economic sphere:

- They wanted the freedom of markets and abolition of state-imposed restrictions on the movement of goods and capital.
- They argued for the creation of unified economic territory.
- Reduction of currency disparities and following of uniform weights and measures.

**9.Explain any three changes brought about in Europe by the Treaty of Vienna(1815)**

**Answer:**

Napoleon was defeated in 1815 by collective European powers i.e. Britain, Russia, Prussia, and Austria. The representatives of European powers drew up the Treaty of Vienna at a congress hosted by Austrian Chancellor Duke Metternich with the objective of undoing the changes that had come about in Europe during the Napoleonic wars. Following changes were brought about in Europe by this treaty:

- The Bourbon dynasty that was destroyed during the French Revolution was restored. France lost the territories it had annexed under Napoleon.
- A series of states were set up on the boundaries of France to prevent French expansion in the future.
- The Netherlands which included Belgium was set up in the north. Genoa was added to Piedmont in the south..

**10.Explain any three beliefs of the conservatism that emerged after 1815.**

**Answer:**

Following were the beliefs of conservatism that emerged after 1815:

- The conservatives held the belief that established, traditional institutions of state and society like monarchy, church, social hierarchies, property and family must be protected and preserved.
- They never proposed a pre-revolutionary period to return to but they knew that as Napoleon had carried out changes, modernisation would in fact contribute to a strong monarchy. They believed that it would strengthen the power of the state and make it much more effective.
- For them it was a firm belief that aristocratic monarchies of Europe would gain much from a modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom. ‘

**Long answer type questions**

**1.Napoleon had destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient. Analyse the statement with arguments.**



**Answer:**

Napoleon declared himself the emperor of France and destroyed democracy. In the administrative field, he incorporated revolutionary principles, which were as follows.

- The Civil Code of 1804, also known as Napoleonic Code, abolished all the privileges based on birth, established equality before the law and gave the right to property.
- The code which was introduced in the regions under French control, like Italy, Germany, Switzerland, simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues,
- In towns guild restrictions came to an end.
- Uniform weights and measures were adopted. A common national currency helped in the movement of goods and capital from one region to another.
- Transport and communication systems were improved.

**2. Describe the process of unification of Italy.**

**Answer:**

During the middle of the 19th century, Italy was divided into seven states, of which only Sardinia-Piedmont was ruled by Italian princely house.

- Mazzini, a great revolutionary leader of Italy, inspired the youth with the ideas of establishing a single unified Italy. He set up secret societies like Young Italy in Marseilles and Young Europe in Berne with like-minded young men from Poland, France, Italy and German states.
- Mazzini prepared the ground for Cavour to complete the process of unification.
- After a series of failures of Mazzini, King Victor Emmanuel II took to unifying Italy through wars.
- Cavour, the Chief Minister, through his tactful diplomatic alliance with France, defeated Austrian forces in 1859.
- Under the leadership of Giuseppe Garibaldi, armed volunteers marched into South Italy in 1860 along with the Kingdom of two Sicilies and won the support of local peasants and drove the Spanish away, thus unifying Italy in 1861. Victor Emmanuel II was made the King of united Italy.

**3. Describe the process of unification of Germany.**

**Answer:**

The Process of unification of Germany:

- By 1848, the popular effort of political associations failed in installing a constitutional monarchy in Germany.
- The Failure of Frankfurt Parliament made it clear that German unification had to come through the combined effort of monarchy and army supported by large

landowners.

- From 1848, Prussia took on the leadership of the movement of national unification.
- In this process Otto von Bismarck, the Chief Minister of Prussia, proved to be the main architect.
- Bismarck reached his goal with the help of Prussian army and the bureaucracy. He fought three wars in seven years with Austria, Denmark and France which ended in Prussian victory and completed the process of German unification.

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

**Answer:**

Culture played an important role in creating the idea of a nation in Europe in the following ways.

- Art, music, literature and drama helped to express, shape and strengthen nationalist sentiments.
- Romantics like the German philosopher Johann Gottfried Herder held the view that true German culture could be discovered only among the common people, the *das volk*.
- Glorification of reason and science was criticized by the romantic artists, rather they favoured emotions, intuitions and mystical feelings.
- Language too boosted nationalism. The Polish people opposed the Russian occupation and the ban on Polish language, by using it in the Church gathering for all religious ceremonies and for religious instruction. The Polish language became a weapon of the nationalists.
- Two Germans, Grimm Brothers, used stories and folktales written in German to promote the German spirit against the domination of the French.
- Operas and music, like that of Karol Kurpinski, kept alive the national spirit.
- Folk dances like the polonaise and mazurki became national symbols.

**5. Describe the process of unification of Britain.**

**Answer:**

In Britain the formation of a nation-state was not the result of a sudden upheaval, revolution or national struggle but of a long drawn out parliamentary process. England had people of many ethnic groups such as English, Welsh, Scot and Irish with their own cultural and political traditions. The English nation steadily grew in importance, wealth and power and extended her influence over other nations of the island.

The British Parliament, which had seized power from the monarchy in 1688, was the instrument through which a nation-state, with England at the centre, came to be forged. The Act of Union of 1707 between England and Scotland resulted in the formation of United Kingdom of Great Britain.

Ireland, after a prolonged conflict between Irish Catholics and British Protestants, was forcibly incorporated into the United Kingdom in 1801. The symbols of the new Britain—the British flag (Union Jack), the national anthem and the English language—were actively promoted.

**6.Explain the contribution of Giuseppe Mazzini in spreading revolutionary ideas in Europe.**

**Answer:**

Italian revolutionary Giuseppe Mazzini was born in Genoa in 1807. He became a member of the secret society of the Carbonari. At the age of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He founded two underground societies, first, Young Italy in Marseilles and Young Europe in Berne. The members of the society were drawn from Poland, France, Italy and the German states.

Mazzini strongly believed that God had intended nations to be the natural units of mankind. So Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations. This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland. Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

**7.The decade of 1830 had brought great economic hardships in Europe'.**

**Support the statement with arguments.**

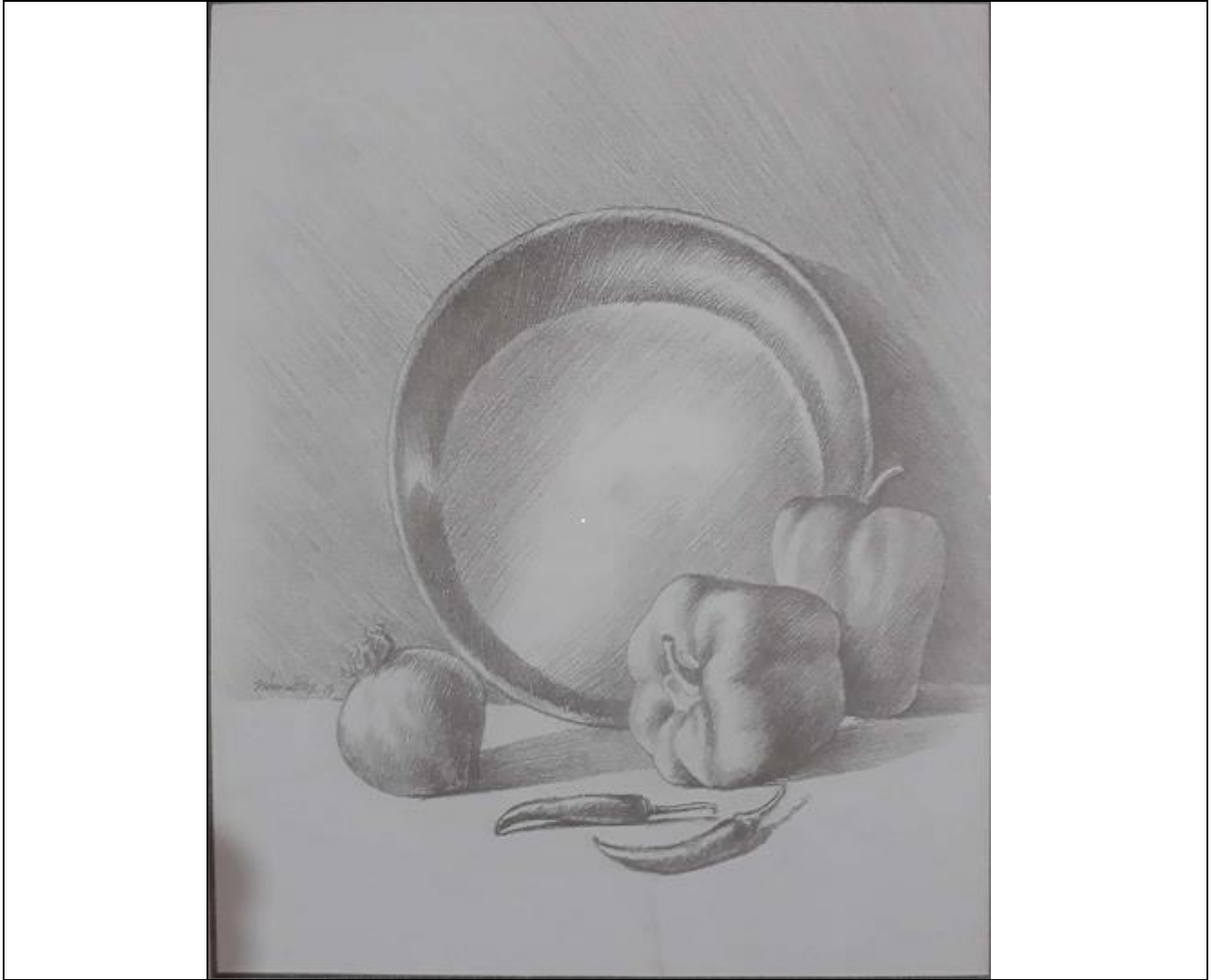
**Answer:**

The 1830s were years of great economic hardship in Europe because:

- The first half of the nineteenth century saw an increase in population, all over Europe. There was scarcity of jobs and few employment opportunities.
- Population from rural areas migrated to the cities in search of jobs. They lived in overcrowded slums.
- Small producers in towns faced stiff competition from imports of cheap machine goods from England.
- In those parts of Europe where aristocracy was strong and enjoyed enormous powers, the peasants groaned under the burden of feudal dues and taxation.
- The rise of food prices or a year of bad harvest, added to the miseries of the common man.

**DRAWING**

TOPIC-STILL LIFE



**Dr.Rachana Nair**  
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