

5.2 Nationalism and Revolutions in the Period from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS commonality 共同体意识 • nationalism and revolution 民族主义与革命 • nationalism 民族主义
• revolution 革命 • enlightenment 启蒙运动

Objective

Build the skills to explain **nationalism and revolution** 民族主义与革命.

You must be able to:

- name the four bases of the new sense of commonality
- state what governments did with that sense
- name the three revolutionary documents the CED cites
- state the CED's claim about the American Revolution's role

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Four bases

People around the world developed a new sense of commonality based on **language, religion, social customs and territory**. None of them is the state itself.

■ Harnessed

This was **sometimes harnessed by governments to foster a sense of unity**. “Sometimes” and “harnessed” together: the feeling arose among people and was then used by states.

■ Three documents

The American **Declaration of Independence**; the French “**Declaration of the Rights of Man and of the Citizen**”; and Bolívar’s “**Letter from Jamaica**”. All three reflect Enlightenment ideas and influenced resistance to existing authority.

■ The American Revolution

It was a **model and inspiration for a number of the revolutions that followed**, and with the Haitian Revolution and the Latin American independence movements it **facilitated the emergence of independent states in the Americas**.

2 Practice

2.1 Name the four bases of the new sense of commonality. [2]

2.2 State what governments did with it and the CED's qualifier. [2]

2.3 The CED names three revolutionary documents.

(a) Name them. [3]

(b) State what they had in common. [1]

3 Exam-style questions

3.1 The American Revolution is described as [1]

- **A** an isolated event
- **B** a model and inspiration for later revolutions
- **C** a failure
- **D** a European revolution

3.2 "Sometimes harnessed by governments" indicates the feeling [1]

- **A** was created by governments
- **B** arose among people and was then used
- **C** did not exist
- **D** was banned

3.3 Nationalists demand that a border match a language.

(a) State which of the four bases is in play. [1]

(b) Explain why this challenges existing states.

[2]

Solutions

2.1 language; religion; social customs; territory.

2.2 governments harnessed it to foster unity; “sometimes” limits the claim to some governments.

2.3 (a) the Declaration of Independence; the Declaration of the Rights of Man and of the Citizen; Bolívar’s Letter from Jamaica. (b) all reflect Enlightenment ideas and influenced resistance to existing political authority.

3.1 B. the CED’s own words.

3.2 B. harnessing presupposes something already there.

3.3 (a) language. (b) existing borders were drawn by dynastic and imperial history, so a linguistic criterion redraws them.