

Exercise walk-through

Nationalism and Revolutions in the Period from 1750 to 1900 ■ 5.2

eXercise

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

Method — 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.

Method — 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.

Method — 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.

Method — 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.

Practice 2.1 ■ 2 marks

Name the four bases of the new sense of commonality.

Solution 2.1

Method: Four bases

Worked steps

language; religion; social customs; territory **B2**.

Practice 2.2 ■ 2 marks

State what governments did with it and the CED's qualifier.

Solution 2.2

Worked steps

governments harnessed it to foster unity **B1**; “sometimes” limits the claim to some governments **B1**.

Practice 2.3 ■ 3 marks

The CED names three revolutionary documents.

- (a) Name them.
- (b) State what they had in common.

Solution 2.3

Method: Three documents

Worked steps

(a) the Declaration of Independence; the Declaration of the Rights of Man and of the Citizen; Bolívar's Letter from Jamaica **B3**. (b) all reflect Enlightenment ideas and influenced resistance to existing political authority **B1**.

Exam-style 3.1 ■ 1 mark

The American Revolution is described as

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

Solution 3.1

Method: The American Revolution

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

Worked steps

- B. the CED's own words.

Exam-style 3.2 ■ 1 mark

“Sometimes harnessed by governments” indicates the feeling

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

Solution 3.2

Method: Harnessed

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



Worked steps

- B. harnessing presupposes something already there.**

Exam-style 3.3 ■ 1 mark

Nationalists demand that a border match a language.

- (a) State which of the four bases is in play.
- (b) Explain why this challenges existing states.

Solution 3.3

Method: Four bases

Worked steps

(a) language **B1**. (b) existing borders were drawn by dynastic and imperial history **B1**, so a linguistic criterion redraws them **B1**.