

QUESTION BANK IN SOCIAL SCIENCE CLASS-IX (TERM-I)

1 THE FRENCH REVOLUTION

CONCEPTS

The French Society during the Late 18th Century

The French Society Comprised :

1st Estate : Clergy

2nd Estate : Nobility

3rd Estate : Big businessmen, merchants, court officials, peasants, artisans, landless labourers, servants, etc.

- Some within the Third Estate were rich and some were poor.
- The burden of financing activities of the state through taxes was borne by the Third Estate alone.

The Struggle for Survival : Population of France grew and so did the demand for grain. The gap between the rich and poor widened. This led to subsistence crises.

The Growing Middle Class : This estate was educated and believed that no group in society should be privileged by birth. These ideas were put forward by philosophers such as Locke English philosopher and Rousseau French philosopher. The American constitution and its guarantee of individual rights was an important example of political theories of France. These ideas were discussed intensively in salons and coffee houses and spread among people through books and newspapers. These were even read aloud.

THE OUTBREAK OF THE REVOLUTION

The French Revolution went through various stages. When Louis XVI became king of France in 1774, he inherited a treasury which was empty. There was growing discontent within the society of the Old Regime.

1789

Convocation of Estates General. The Third Estate forms National Assembly, the Bastille is stormed, peasant revolts in the countryside.

1791

A constitution is framed to limit the powers of the king and to guarantee basic right to all human beings.

1792-93

France becomes a republic.

Jacobin Republic overthrown, a Directory rules France.

1795

A new Convention appointed a five-man Directorate to run the state from 26 October, 1795.

1799

The Revolution ends with the rise of Napoleon Bonaparte.

Time Line : The French Revolution

- 1770s-1780s** — Economic decline : French Government in deep debt.
- 1788-1789** — Bad harvest, high prices, food riots
- 1789, May 5** — Estates-General convened, demands reforms.
- 1789, July 14** — National Assembly formed. Bastille stormed on July 14. French Revolution starts.
- 1789, August 4** — Night of August 4 ends the rights of the aristocracy.
- 1789, August 26** — Declaration of the Rights of Man
- 1790** — Civil Constitution of the Clergy nationalises the Church.
- 1792** — Constitution of 1791 converts absolute monarchy into a constitutional monarchy with limited powers.
- 1792** — Austria and Prussia attack revolutionary France
- 1793** — Louis XVI and Marie Antoinette are executed.
- 1792-1794** — The Reign of Terror starts. Austria, Britain, the Netherlands, Prussia and Spain are at war with France.
- Robespierre's Committee of Public Safety repels back foreign invaders. Executes many "enemies of the people" in France itself.
- 1794** — Robespierre is executed. France is governed by a Directory, a committee of five men.
- 1799** — Napoleon Bonaparte becomes the leader.

WOMEN'S REVOLUTION

From the very beginning, women were active participants in the events which brought about so many changes in the French society. Most women of the third estate had to work for a living. Their wages were lower than those of men.

In order to discuss and voice their interests, women started their own political clubs and newspapers. One of their main demands was that women must enjoy the same political rights as men. Some laws were introduced to improve the position of women. Their struggle still continues in several parts of the world.

It was finally in 1946 that women in France won the right to vote.

THE ABOLITION OF SLAVERY

There was a triangular slave trade between Europe, Africa and Americas. In the 18th century, there was little criticism of slavery in France. No laws were passed against it. It was in 1794 that the convention freed all slaves. But 10 years later slavery was reintroduced by Napoleon. It was finally in 1848 that slavery was abolished in the French colonies.

THE REVOLUTION AND EVERYDAY LIFE

The years following 1789 in France saw many changes in the lives of men, women and children. The revolutionary governments took it upon themselves to pass laws that would translate the ideals of liberty and equality into everyday practice. One important law that came into effect was the abolition of censorship.

The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These spread from France to the rest of Europe during the 19th century.

NAPOLEON

In 1804, Napoleon crowned himself emperor of France. He set out to conquer neighbouring European countries, dispossessing dynasties and creating kingdoms where he placed members of his family. He saw his role as a moderniser of Europe. He was finally defeated at Waterloo in 1815.

I. SUMMATIVE ASSESSMENT

A. NCERT TEXTBOOK QUESTIONS

Q.1. Describe the circumstances leading to the outbreak of revolutionary protest in France. (CBSE 2010)

Ans. Louis XVI of the Bourbon family of kings ascended the throne of France in 1774. Upon his accession he found that his treasury was empty. Long wars with Britain, the cost of maintaining an extravagant court at the immense palace of Versailles, cost of maintaining a regular army, court, running government offices, etc., had depleted the treasury. Louis XVI was forced to increase taxes. But this measure would not have sufficed as taxes were paid only by the third estate in the society.

The French society during this time was divided as :



Peasants made up about 90% of the population. However, very few owned land. About 60% of the land was owned by nobles, the church and the richer members of the third estate. The members of the first two estates enjoyed privileges and paid no taxes. The peasants had to pay the taxes, render services, serve in the army and work in the lord's house and fields.

The Third Estate had to pay taxes such as tithes to the church, taille, a direct tax and many other indirect taxes.

The population of France also increased from 23 million in 1715 to 28 million in 1789. Food grains were now in great demand. Price of bread shot up. The supply could not match with the need and hence the subsistence crisis.

The 18th century witnessed the emergence of social groups, termed the middle class, who earned their wealth through an expanding overseas trade and from the manufacture of goods such as woollen and silk textiles. In addition the third estate included professionals such as lawyers or administrative officials. All these people were educated and believed that no group

in society should be given privileges by birth. Such ideas which spoke of freedom and equal laws and opportunities for all were put forward by philosophers such as Voltaire and Rousseau. The ideas of these philosophers were discussed intensively in salons and coffee houses and spread among people through books and newspapers and even through loud reading for people who could not read or write. The news about imposing further taxes generated anger and protest against the system of privileges.

The king had to increase the taxes for various reasons. But how could he do it? He could not impose taxes according to his will alone. He had to call a meeting of the Estates General which then would pass the proposals for new taxes. The assembly of the Estates General was called on 5th May 1789.

Voting in the Estates General had been conducted according to the principle that each estate had one vote. Members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote. This was according to the democratic principles put forward by philosophers. The king rejected this proposal and the members of the third estate walked out of the Assembly.

On 20th June, the members of the third estate assembled in the hall of an indoor tennis court in the grounds of Versailles. They declared themselves as a National Assembly. They were led by Mirabeau and Abbé Sieyès.

At this time, France went through a severe winter and the price of bread increased. Women were angry and annoyed. They stormed into shops for bread. At the same time, the king ordered troops to move into Paris. On 14 July the agitated crowd stormed the Bastille. This is taken as the beginning of the French Revolution and is known as the storming of the Bastille.

Q.2. Which groups of French society benefitted from the revolution? Which groups were forced to relinquish power? Which sections of society would have been disappointed with the outcome of the revolution?

Ans. The common men (Third Estate) benefitted from the Revolution because they gained equal socio-economic status and liberty.

The clergy and nobility were forced to relinquish power. Their privileges were taken away.

The moderates who wanted Constitutional Monarchy were disappointed because ultimately Napolian came to power.

Q.3. Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries. (CBSE 2010)

Ans. The French Revolution not only affected France and changed its entire social and political system; it also had a lasting effect on the people of Europe in the 19th century. It inspired the Germans, Italians, and Austrians to overthrow their oppressive regimes. It led to a decade of political changes and Europe saw many revolutions inspired by the French Revolution.

The watchwords of the French Revolution such as liberty, equality and fraternity reflected the coming of a new democratic and social order in Europe and the world.

The French Revolution inspired the struggling nations of Asia and Africa who were groaning under the oppression of colonialism. Many a nation aspiring for liberty sought inspiration from its ideas of liberty, equality and fraternity.

India's struggle for independence was inspired by the ideas of the great French philosophers

like Voltaire and Rousseau and fired by the ideas expressed in the Rights of Man (1789).

The French Revolution put into practice the idea that sovereignty comes from the people, from below and not from above. A Greek guerrilla chieftain who led a revolt against the Turkish landlords in 1821 wrote :

“According to my judgement, the French Revolution opened the eyes of the world. The nations knew nothing before, and the people thought the kings were Gods upon the earth and they were bound to say that whatever they did was well done. In the present change it is more difficult to rule the people.”

Q.4. The French Revolution opened the eyes of the world to a profound social revolution. It marked the beginning, for the first time in history, of active and institutionalised mass participation in the government. The revolution led to many “isms.” Explain.

Ans. (a) Nationalism : Nationalism led to many new nations emerging in Europe, Asia and Africa. A nation now no longer was the king’s territory or his subjects. Rather, it now comprised citizens “who inhabited a common territory, possessed a voice in their common government and were conscious of their common heritage and their common interests.”

(b) Liberalism : The main feature of this was emancipation of the individual from class, corporate or governmental restraint. It was the second great doctrine (a gift of the French Revolution) to impact the world. The Declaration of the Rights of Man asserted the liberty of the individual. That no authority could rule over the individuals in an arbitrary manner, was the message given. The Declaration stressed that all men are to be treated as equal before the law and that humanity implied fraternity among different peoples.

The Declaration of Rights of Man inspired and guided many newly independent nations to frame their constitutions based on similar principles. The Indian constitution has borrowed a lot from it and liberty, equality and fraternity are included in the Preamble to our Constitution.

(c) Socialism : Liberalism emphasises the individual and his or her rights; socialism, on the other hand, emphasises the community and its collective welfare. This was also a result of the work of sans culottes during the Revolution. It promoted a society designed to promote collective well-being rather than individual profit. This was the main feature of the Russian Revolution which took place later.

Q.5. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution. (CBSE 2010)

Ans. The rights we enjoy today are the rights of liberty, equality and fraternity.

Q.6. Would you agree with the view that the message of universal rights was beset with contradictions? Explain.

Ans. The message of universal rights was beset with contradictions. The universal rights lay emphasis on the inalienable rights of man which mention property as one right which no government can ensure. Property will be owned by some and not by all. Even the ownership cannot be an equal division for all.

The Declaration also says that all citizens have the right to participate in the formation of laws, personally or through their representatives. All citizens are equal before it. But for this a

country must have free and fair elections which does not happen everywhere.

The universal rights also say that every citizen may speak, write and print freely. For this there must be freedom of press which in many governments is restricted.

Q.7. How would you explain the rise of Napoleon?

Ans. The fall of the Jacobin government allowed the wealthier middle classes to seize power. A new constitution was introduced which denied the vote to non-propertied sections of society. It provided for two elected legislative councils. These then appointed a Directory, an executive made up of five members. This was meant as a safeguard against the concentration of power in a one-man executive as under the Jacobins. However, the Directors often clashed with the legislative councils, who then sought to dismiss them. The political instability of the Directory paved the way for the rise of a military dictator, Napoleon Bonaparte.

OTHER IMPORTANT QUESTIONS (AS PER CCE PATTERN)

B. MULTIPLE CHOICE QUESTIONS [1 MARK]

Q.1. The Third Estate comprised

- (a) Poor servants and small peasants, landless labourers
- (b) Peasants and artisans
- (c) Big businessmen, merchants, lawyers etc.
- (d) All the above

Ans. (d)

Q.2. That 'each member should have one vote' was advocated by :

- (a) Georges Danton (b) Rousseau (c) Jean Paul Marat (d) The Jacobins

Ans. (b)

Q.3. Which of the following decisions was taken by the convention?

- (a) Declared France a constitutional monarchy
- (b) Abolished the monarchy
- (c) All men and women above 21 years got the right to vote
- (d) Declared France a Republic

Ans. (d)

Q.4. Which of the following is not the idea of the revolutionary journalist Desmoulins about Liberty?

- (a) Liberty is finishing off your enemies
- (b) Liberty is Happiness, Reason, Equality and Justice
- (c) Liberty is the Declaration of Right
- (d) Liberty is not a child who has to be disciplined before maturity

Ans. (b)

Q.5. How does a 'Subsistence Crisis' happen?

- (a) Bad harvest leads to scarcity of grains
- (b) Food prices rise and the poorest cannot buy bread
- (c) Leads to weaker bodies, diseases, deaths and even food riots
- (d) All the above

Ans. (d)

Q.6. In the war against Prussia and Austria, the army sang which patriotic song?

- (a) 'Liberty', written by an unknown woman poet
- (b) 'Marseillaise' written by the poet Roget de L'Isle
- (c) 'Viva France' written by a French peasant
- (d) None of the above

Ans. (b)

Q.7. Which of the following statements is untrue about the Third Estate?

- (a) The Third Estate was made of the poor only
- (b) Within the Third Estate some were rich and some were poor
- (c) Richer members of the Third Estate owned lands
- (d) Peasants were obliged to serve in the army, or build roads

Ans. (a)

Q.8. Who wrote the pamphlet called 'What is the Third Estate'?

- (a) Mirabeau, a nobleman
- (b) Abbe Sieyes
- (c) Rousseau, a philosopher
- (d) Montesquieu

Ans. (b)

Q.9. A guillotine was _____

- (a) a device consisting of two poles and a blade with which a person was beheaded
- (b) a fine sword with which heads were cut off
- (c) a special noose to hang people
- (d) none of the above

Ans. (a)

Q.10. When did the French Revolution begin?

- (a) July 14, 1789
- (b) January 10, 1780
- (c) August 12, 1782
- (d) None of the above

Ans. (a)

Q.11. The word *livres* stands for :

- (a) unit of currency in France
- (b) tax levied by the Church
- (c) tax to be paid directly to the state
- (d) none of these

Ans. (a)

Q.12. What was the effect of the rise of population of France from about 23 million in 1715 to 28 million in 1789?

- (a) Education became difficult
- (b) Rapid increase in the demand for foodgrains
- (c) Housing problem occurred
- (d) All the above

Ans. (b)

Q.13. What was the 'Subsistence Crisis' which occurred frequently in France?

- (a) An extreme situation endangering the basic means of livelihood
- (b) Subsidy in foodgrains
- (c) Large-scale production of foodgrains
- (d) None of the above

Ans. (a)

Q.14. What was the name of tax which was directly paid to the state by the Third Estate?

- (a) tithes
- (b) livres
- (c) taille
- (d) all of these

Ans. (c)

Q.15. What was 'Estates General'?

- (a) Post of Army General
- (b) A political body
- (c) Head of all landed property
- (d) Advisor of the king

Ans. (b)

Q.16. Which social groups emerged in the 18th century?

- (a) Lawyers
- (b) Administrative officials
- (c) Middle class
- (d) All the above

Ans. (d)

Q.17. The term 'Old Regime' is usually used to describe

- (a) France before 1000 B.C.
- (b) Society of France after 1789 A.D.
- (c) Society and institutions of France before 1789 A.D.
- (d) None of the above

Ans. (c)

Q.18. In which of these countries was the model of government as advocated by Montesquieu put into effect?

- (a) USA
- (b) China
- (c) USSR
- (d) All the above

Ans. (a)

Q.19. Which of these books was written by John Locke?

- (a) *The Spirit of the Laws*
- (b) *Two Treatises on Government*
- (c) *The Social Contract*
- (d) All the above

Ans. (b)

Q.20. When did Louis XVI call an assembly of Estates General to pass proposals for new taxes?

- (a) 2 January, 1775
- (b) 10 March, 1780
- (c) 5 May, 1789
- (d) 14 July, 1789

Ans. (c)

Q.21. In the meeting of the Estates General, the members of the Third Estate demanded that

- (a) All the three Estates should have one vote altogether
- (b) Each member of the three Estates should have one vote
- (c) Each Estate should have one vote
- (d) None of the above

Ans. (a)

Q.22. On 20th June, the representatives of the Third Estate assembled in the indoor tennis court of Versailles for

- (a) hunger strike
- (b) drafting a Constitution for France which limited the king's power
- (c) declaring a revolt
- (d) making an appeal to support the king in times of need

Ans. (b)

Q.23. Who led the representatives of the Third Estate in Versailles on 20th June?

- (a) Mirabeau
- (b) Abbe Sieyes
- (c) Louis XVI
- (d) Both a and b

Ans. (d)

Q.24. What did Louis XVI do, seeing the power of his revolting subjects?

- (a) He accorded recognition to the National Assembly
- (b) Accepted checks on his powers
- (c) Ordered his army to crush the revolt
- (d) Both (a) and (b)

Ans. (d)

Q.25. Which of these provisions were passed by the Assembly on the night of 4 August, 1789?

- (a) Abolition of feudal system of obligations
- (b) Clergy had to give up its privileges
- (c) Tithes were abolished
- (d) All the above

Ans. (d)

Q.26. The new Constitution made France a

- (a) Constitutional Monarchy
- (b) Communist state
- (c) Fully democratic state
- (d) None of the above

Ans. (a)

Q.27. According to the new constitution of 1791, the National Assembly was to be

- (a) elected directly
- (b) appointed by the king
- (c) elected indirectly
- (d) a hereditary body

Ans. (c)

Q.28. Which of these people were entitled to vote?

- (a) Only men above 25 years of age
- (b) Men and women above 30 years of age
- (c) Men who paid taxes equal to at least 3 days of a labourer's wage
- (d) Both (a) and (c)

Ans. (d)

Q.29. Which of these rights were not established as 'natural and inalienable' rights by the constitution of 1791?

- (a) Right to life
- (b) Freedom of speech and opinion
- (c) Equality before the law
- (d) All the above

Ans. (d)

Q.30. Which of these provisions form a part of the 'Declaration of Rights of Man and Citizen'?

- (a) Men are born free
- (b) They are equal in rights before the law
- (c) Liberty means powers to do what is not injurious to others
- (d) All the above

Ans. (d)

Q.31. The National Assembly voted in April 1792 to declare war against

- (a) Prussia (b) Austria (c) England (d) Both (a) and (b)

Ans. (d)

Q.32. Name the most successful 'political club' which became a rallying point for people who wished to continue the Revolution in France.

- (a) Jacobin (b) Arthur (c) Mirabeau (d) Dauphine

Ans. (a)

Q.33. A large number of Jacobins came to be known as the 'sans-culottes'. What does it mean?

- (a) People without knee breeches (b) People with black shirts
(c) People with black trousers (d) People without shirts

Ans. (a)

Q.34. Which of the following events took place as a result of the revolt of Jacobins in 1792?

- (a) The revolutionaries stormed the Palace of Tuileries
(b) Massacred the king's guards
(c) Held the king hostage for several hours
(d) All the above

Ans. (d)

Q.35. As a result of elections held after the Jacobins' revolt in 1792, which of these steps were taken in France?

- (a) Elections were held (b) Monarchy was abolished
(c) France was declared a Republic (d) All the above

Ans. (d)

Q.36. The Assembly elected in 1792 was called

- (a) Convention (b) Congress (c) Congregation (d) Council

Ans. (a)

Q.37. On what charge was Louis XVI sentenced to death?

- (a) Cruelty (b) Treason (c) Incapability (d) Misuse of powers

Ans. (b)

Q.38. Why is the period from 1793 to 1794 referred to as the 'Reign of Terror'?

- (a) Louis XVI's successor became a tyrant
(b) Robespierre followed a policy of severe control and punishment
(c) Jacobins opted for loot and plunder
(d) None of the above

Ans. (b)

Q.39. Instead of the traditional Monsieur (sir) and Madame (madam), all French men and women were henceforth addressed as

- (a) Citoyen (b) Citoyenne
(c) Both (a) and (b) (d) None of the above

Ans. (c)

- Q.40. Who seized power after the fall of the Jacobin government?**
 (a) Common people (b) Descendants of Louis XVI
 (c) Wealthy middle class (d) Robespierre's son
Ans. (c)
- Q.41. In context of France the volunteers from Marseilles sang the *Marseillaise*, a patriotic song when they marched into Paris. Who composed this song? [2010 (T-1)]**
 (a) Maximilian Robespierre (b) Marie Antoinette
 (c) Roget de L'Isle (d) Mirabeau
Ans. (c)
- Q.42. Who among the following Indian individuals responded to the ideas coming from Revolutionary France? [2010 (T-1)]**
 (a) Bhagat Singh (b) Rammohan Roy (c) Mahatma Gandhi (d) Sultan of Awadh
Ans. (b)
- Q.43. Who among the following reintroduced slavery in France after it was abolished by Jacobin regime ? [2010 (T-1)]**
 (a) Louis XIV (b) Robespierre (c) Napoleon (d) Marat
Ans. (c)
- Q.44. In the context of France, 'the fall of Bastille' took place on: [2010 (T-1)]**
 (a) 14th July 1789 (b) 20th June 1789
 (c) 4th Aug 1789 (d) 5th May 1789
Ans. (a)
- Q.45. In the context of France, what was 'tithes'? [2010 (T-1)]**
 (a) A tax levied by the Church
 (b) Direct tax levied by the State
 (c) The tax levied on the articles of everyday consumption
 (d) None of these
Ans. (a)
- Q.46. Tax from peasants to Church was called: [2010 (T-1)]**
 (a) Taille (b) Tithe (c) Lagan (d) Jazia
Ans. (b)
- Q.47. In France the period from 1793 to 1794 is referred to as Reign of _____. [2010 (T-1)]**
 (a) Happiness (b) Terror (c) Peace (d) Mal-administration
Ans. (b)
- Q.48. The National Assembly of France voted in April 1792, to declare war against: [2010 (T-1)]**
 (a) Britain and Germany (b) Prussia and Austria
 (c) Italy and Germany (d) Russia and Prussia
Ans. (b)
- Q.49. Who among the following proposed the Social Contract theory? [2010 (T-1)]**
 (a) Locke (b) Thomas Paine (c) Montesquieu (d) Rousseau
Ans. (d)

Q.50. Austrian Princess Marie Antoniette was the queen of which of the following French rulers? [2010 (T-1)]

- (a) Louis XIII (b) Louis XIV (c) Louis XV (d) Louis XVI

Ans. (d)

Q.51. King Louis XVI belonged to which dynasty of kings? [2010 (T-1)]

- (a) Hapsburg (b) Bourbon (c) Romanov (d) Windsor

Ans. (b)

Q.52. The French Revolution led to the formation of National Assembly. Which statement is incorrect about the National Assembly? [2010 (T-1)]

- (a) It abolished the feudal system of obligations and taxes
(b) It confiscated the land owned by the churches
(c) It abolished slavery in France
(d) It drafted the constitution

Ans. (c)

Q.53. Identify the statement which is wrong with reference to Robespierre. [2010 (T-1)]

- (a) He banned the use of white flour (b) He rationed meat and bread
(c) He exempted his party men from punishment
(d) He converted churches into barracks or offices

Ans. (c)

Q.54. In which of the battle was Napoleon finally defeated? [2010 (T-1)]

- (a) Russia (b) Waterloo (c) Versailles (d) Paris

Ans. (b)

Q.55. Which of the following theory was proposed by Montesquieu? [2010 (T-1)]

- (a) Social Contract theory (b) Theory of division of power
(c) Theory of popular Sovereignty (d) Theory of division of labour

Ans. (b)

Q.56. The term 'Old Regime' (France) refers to: [2010 (T-1)]

- (a) The society and institution under an old emperor
(b) Society and institution of France before 1789
(c) The society and institution of France after 1789
(d) The society and institution of France under Jacobins

Ans. (b)

Q.57. The book 'Two Treatises on Government' was written by: [2010 (T-1)]

- (a) Rousseau (b) John Locke (c) Montesquieu (d) Karl Marx

Ans. (b)

Q.58. 'The Spirit of Laws' was written by: [2010 (T-1)]

- (a) Montesquieu (b) Rousseau (c) Jean Paul Marat (d) John Locke

Ans. (a)

Q.59. When was the battle of Waterloo fought ? [2010 (T-1)]

- (a) 1815 AD (b) 1820 AD (c) 1810 AD (d) 1720 AD

Ans. (a)

Q.60. Which Revolution gave the ideas of Liberty, Freedom and Equality to the world? [2010 (T-1)]

- (a) The American Revolution
- (b) The French Revolution
- (c) The Russian Revolution
- (d) None of these

Ans. (b)

C. SHORT ANSWER QUESTIONS [3 MARKS]

Q.1. What was the subsistence crisis? Why did it occur in France during the Old Regime?

Ans. The population of France was on the rise. It rose from 23 million in 1715 to 28 million in 1789. This led to increase in the demand for food grains. The production of food grains could not keep pace with the demand and the price of bread which was the staple diet of the majority rose rapidly. The wages also did not keep pace with the rise in prices. The gap between the rich and the poor widened. This led to the subsistence crisis.

Q.2. What was the system of voting in the Estates General? What change did the Third Estate want in this system?

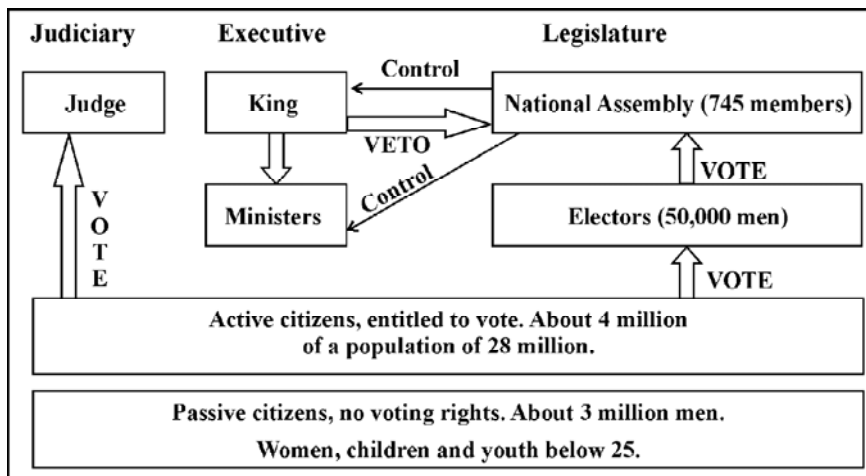
Ans. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote. Members of the Third Estate demanded that voting must now be conducted by the assembly as a whole, where each member would have one vote. This was according to the democratic principles put forward by philosophers like Rousseau in his book, *The Social Contract*.

Q.3. Describe the incidents that led to the storming of the Bastille.

Ans. While the National Assembly was busy at Versailles drafting a constitution, the rest of France was seething with turmoil. A severe winter had meant a bad harvest, the price of bread rose. Often bakers exploited the situation and hoarded supplies. After spending hours in long queues at the bakery, crowds of angry women stormed into the shops. At the same time, the king ordered troops to move into Paris. On 14 July, the agitated crowd stormed and destroyed Bastille.

Q.4. Describe how the new political system of constitutional monarchy worked in France.

Ans.



The Constitution of 1791

The constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is, citizens voted for a group of electors, who in turn chose the Assembly. Not all citizens, however, had the right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote. The remaining men and all women were classed as passive citizens. To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

Q.5. What were 'natural and inalienable rights'?

Ans. The constitution began with a Declaration of the Rights of Man and Citizens. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law were established as 'natural and inalienable rights', i.e., they belonged to each human being by birth and could not be taken away. It was the duty of the state to protect each citizen's natural right.

Q.6. Why did slavery begin and why was it abolished in French colonies? (CBSE 2010)

Ans. The slave trade began in the 17th century.

The colonies in the Caribbean – Martinique, Guadeloupe and San Domingo – were important suppliers of commodities such as tobacco, indigo, sugar and coffee. But the reluctance of Europeans to go and work in distant and unfamiliar lands meant a shortage of labour on the plantations. So this was met by a triangular slave trade between Europe, Africa and the Americas.

Throughout the eighteenth century there was little criticism of slavery in France. The National Assembly did not pass any laws, fearing opposition from businessmen whose incomes depended on the slave trade. It was the Convention which in 1794 legislated to free all slaves in the French overseas possessions. This, however, turned out to be a short-term measure. Ten years later, Napoleon reintroduced slavery. Plantation owners understood their freedom as including the right to enslave African Negroes in pursuit of their economic interests. Slavery was finally abolished in French colonies in 1848.

Q.7. Explain what a revolution is. In what way did the French Revolution mean different things to different people?

Ans. It is an attempt by a large number of people to change the government of a country, especially by violent action. The Third Estate comprising the common men benefitted from the Revolution. The clergy and nobility had to relinquish power. Their land was confiscated. Their privileges were finished. The people of lower middle class also benefitted. Position of artisans and workers improved. Clergy, feudal lords, nobles and even women were disappointed. The revolution did not bring real equality as everyone was not given the right to vote meaning women who got it finally in 1946.

Q.8. What was the importance of the Declaration of the Rights of Man? (CBSE 2010)

Ans. The document 'Declaration of the Rights of Man' hit the prevailing European system which was based on privileges. It declared faith in equality, liberty and fraternity. It was a remarkable declaration and is regarded as "gospel of modern time".

Q.9. Discuss the role of women in the French Revolution.

Ans. Women were active participants in the events related with the French Revolution of 1789. Most

women of the Third Estate had to work for a living as seamstresses, flower-sellers, vegetable and fruit sellers. They led a hard life, and were paid lower wages. So to discuss and voice their interests they began their own newspapers and political clubs. They put forward their political and economic demands.

Q.10. Who were the people who comprised the Third Estate? Who paid the taxes and to whom?

Ans. The people who comprised the Third Estate were big businessmen, merchants, lawyers, peasants, artisans, small peasants, landless labour and servants. These were 95 percent of the population. They had to pay taxes to the state. Taxes included taille, tithes and a number of indirect taxes.

Q.11. Who formed the National Assembly? On what date is 'Bastille Day' celebrated and why?

Ans. The representatives of the Third Estate assembled at Versailles on 20 June and declared themselves a National Assembly and swore not to disperse till they had drafted a constitution for France. The Bastille Day is celebrated on 14th July every year because on this day the unruly Paris mob stormed and attacked the prison of Bastille which was considered a symbol of terror and despotism.

Q.12. Name three famous writers and philosophers who influenced the French Revolution. What were their ideas? (CBSE 2010)

Ans. Jean Jacques Rousseau – a French Swiss philosopher. His main idea was – man is naturally good and that society of civilisation makes man anxious and unhappy. Mirabeau – he brought about a journal and delivered powerful speeches to the crowds at Versailles. Voltaire – A famous French writer. He exposed the evils prevailing in the Church and administration.

Q.13. Who were the sans culottes? Who were able to control them in the end?

Ans. A large among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers. To set themselves apart from the fashionable sections of the society, especially nobles, who wore knee breeches. It was a way of proclaiming the end of the power wielded by wearers of knee breeches. These Jacobins came to be known as the sans culottes, literally meaning 'those without knee breeches'.

After the fall of Jacobins, power was seized by the wealthier middle class.

Q.14. Which single event turned the revolution into a Reign of Terror? Describe the role of Robespierre in it. (CBSE 2010)

Ans. The period from 1793 to 1794 is referred to as the "Reign of Terror". Robespierre followed a policy of severe control and punishment. All these he saw as enemies of the republic – ex-nobles, clergymen and other party members, with whom he did not agree — were arrested, imprisoned, tried and guillotined if found guilty. He pursued his policies relentlessly that even his supporters began to demand moderation.

Q.15. Describe the role of the Bourbon kings in the French Revolution.

Ans. The Bourbon kings maintained an extravagant court. They lived and spent lavishly. The many wars and their lavish style of living had drained the financial resources of France. The treasury was empty. France was under a debt of more than 2 billion livres. To meet expenses the state under Louis XVI, who was only 20 years of age when he ascended, increased taxes. There was a steep rise in prices, extreme shortage of food, low wages, the gap between the rich and the poor widened. All this finally led to the French Revolution.

Q.16. How was French Society organised? What privileges did certain sections of society enjoy?

OR

How far was the French society responsible for the drastic changes brought about by the revolution?

Ans. French society in the eighteenth century was divided into three Estates—two privileged estates, i.e. the clergy and the nobility, and the Third Estate comprising businessmen, traders, lawyers, peasants, workers, poor people. Out of these, only the members of the Third Estate paid taxes. The maximum burden of taxes was borne by the common people, which gave rise to the 'subsistence crisis'. The growth of an enlightened, educated middle class plus the role of philosophers like Locke and Rousseau, together brought about the changes caused by the revolution.

Q.17. Write the importance of Napoleon Bonaparte in the History of France and the world.

(CBSE 2010)

Ans. Napoleon saw himself as a moderniser of Europe. He introduced many laws such as protection of private property and uniform system of weights and measures provided by the decimal system. He carried out the revolutionary ideas of liberty and modern laws to other parts of Europe which he conquered. They had a great impact on people. He was a great general too.

Q.18. How did Robespierre propose to bring about equality in the French society?

(CBSE 2010)

Ans. Robespierre followed a policy of severe control and punishment to bring about equality in the French society.

He put a maximum ceiling on wages and prices. Meat and bread were rationed. Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government. The use of expensive white flour was prohibited. All citizens were required to eat the equality bread made of whole wheat. Equality was also practised through forms of speech and address. All French men and women were called Citoyen and Citoyenne respectively (citizen). Churches were shut down and converted into barracks or offices (the church buildings).

Q.19. Why were women disappointed by the constitution of 1791 in France?

OR

What laws did the revolutionary government introduce to improve the lives of women?

(CBSE 2010)

Ans. Refer to Question 8 Long Answer Type Questions.

Q.20. What was the Estates General? Which demand of the Third Estate did Louis XVI reject?

(CBSE 2010)

Ans. The Estates General was the division of French society in the 18th century into three estates. The numbers of the first two estates were the (i) Clergy and (ii) Nobility respectively. The Third estate comprised big businessmen, merchants, court officials, lawyers, peasants and artisans and small peasants, landless, labour, servants only the members of the Third Estate paid taxes. The members of the first two estates enjoyed privileges because of birth. The nobility had feudal privileges too.

The Third Estate demanded that voting in the assembly should be conducted as a whole and each member should have one vote. This was rejected by King Louis XVI.

Q.21. What was the position of France on slavery in the 18th and 19th centuries? Explain. (CBSE 2010)

Ans. Refer to Question 6 NCERT Questions.

Q.22. What are the three important ideas of the French Revolution? How were they guaranteed under the constitution of 1791? (CBSE 2010)

Ans. Main idea of the French revolutionaries was to limit the powers of the monarch. These powers were not to remain concentrated in the hands of one person but now separated and assigned to different institutions – legislature, executive and judiciary. France was to become a constitutional monarchy. The feudal system of obligation and laws were to be abolished.

The constitution of 1791 vested power in the hands of the National Assembly. Citizens voted for a group of electors, who in turn choose the assembly. All citizens did not give the right to vote, only men above 25 years of age who paid taxes (equal to at least 3 days of a labourer's wage) were entitled to vote. Rest of the men and women were passive citizens. The constitution passed the right of man and citizen and the following rights were established as 'natural and unalienable' rights :

(i) Right to life, (ii) Freedom of speech, (iii) Freedom of opinion, (iv) Equality before law. Rights were given by birth and could not be taken away. The duty of the state was to protect each citizen's natural rights.

Q.23. What were the causes for the empty treasure of France under Louis XIV? Assess any three causes. [2010 (T-1)]

Ans. (i) Long years of war had drained the financial resources of France. Under Louis XIV, France helped the thirteen American colonies to gain their independence from the common enemy, British. The war added more than a billion **lives** to a debt that had already risen to more than 2 billion lives.

(ii) Lenders who gave the state credit began to charge 10 per cent interests on loans. So the French government was obliged to spend on increasing percentage of its budget on interest payments alone.

(iii) The cost of maintaining army, the court, government officials and universities was very high.

Q.24. What is the significance of 'The Tennis Court Oath' in the French Revolution? [2010 (T-1)]

Ans. The representatives of the Third Estate viewed themselves as spokesmen for the whole French nation. On 20th June, 1789, they assembled in the hall of an indoor tennis court in the grounds of Versailles. They declared themselves a national assembly and swore not to disperse till they had drafted a constitution for France that would limit the powers of the monarch. They were led by Mirabeau and Abbe Sieyes.

Q.25. Write three main features of the French constitution of 1791. [2010 (T-1)]

Ans. (i) The National Assembly completed the draft of the constitution in 1791. Its main objective was to limit the powers of the monarch.

(ii) The power to make laws was vested in the National Assembly. Citizens voted for a group of electors, who in turn chose the assembly.

- (iii) Rights like the right to life, freedom of speech, freedom of opinion, equality before law were established as 'natural and inalienable' rights. It is the duty of the state to protect each citizen's natural rights.

Q.26. "The inequality that existed in the French society in the Old Regime became the cause of French Revolution." Justify the statement by giving three suitable examples. [2010 (T-1)]

- Ans.** (i) Peasants constituted about 90 per cent of the population but about 60 per cent of the land was owned by nobles, the church and richer members of the Third Estate.
- (ii) The members of the First Estate and the Second Estate, that is the clergy and the nobility, enjoyed certain privileges by birth. The most important of these was exemption from paying taxes to the state. The nobles further enjoyed feudal privileges. These included feudal dues, which they extracted from the peasants, peasants were obliged to render services to the lord—to work in his house and fields, to serve in the army or to participate in building roads.
- (iii) The burden of financing activities of the state through taxes was borne by the Third Estate alone. Taxes included **tithes** collected by the church from the peasants and **taille**, a direct tax, and a number of indirect taxes which were levied on activities of everyday consumption like salt and tobacco.

Thus the members of the Third Estate groaned under heavy taxation with no privileges whatever. This led to a deep sense of resentment among the members of the Third Estate who galvanised and led the revolution.

Q.27. Why did King Louis XIV conclude to increase taxes? Assess any three points. [2010 (T-1)]

- Ans.** (i) Upon his accession, Louis XIV found the treasury empty. Long years of war had drained the financial resources of France. France had helped the thirteen American colonies to gain their independence. Total debt rose to more than 2 billion livres. Lenders began to charge 10 per cent or more as interest.
- (ii) Added to this financial burden was the huge cost of maintaining an extravagant court at the immense of Versailles.
- (iii) The French government was obliged to spend an increasing percentage of its budget on interest payments alone. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities, the state was forced to increase taxes.

Q.28. Explain the condition which led to the rise of Jacobins. [2010 (T-1)]

- Ans.** (i) The revolutionary wars brought losses and economic difficulties to the people. Huge sections of the population were convinced that the revolution had to be carried further, as the constitution of 1791 gave political rights only to the richer sections of society.
- (ii) Political clubs became an important rallying point for people who wished to discuss government policies and plan their own forms of action. The most successful of these clubs was that of the Jacobins which got its name from the former convent of St. Jacob in Paris.
- (iii) In the summer of 1792, the Jacobins planned an insurrection of a large number of

Parisians who were angered by the short supplies and high prices of food. On August 10, they stormed the palace of the Tuileries, massacred the king's guards and held the king himself hostage for several hours. Later the Assembly voted to imprison the royal family. The Jacobin regime from 1793 to 1794 is referred to as the Reign of Terror.

Q.29. What was the contribution of Mirabeau and Abbe Sieyes to the French Revolution?

[2010 (T-1)]

Ans. On 20 June, 1789, the representatives of the Third Estate had assembled in the hall of an indoor tennis court in the grounds of Versailles. They declared themselves a National Assembly and did not disperse till they had drafted a constitution for France. They were led by Mirabeau and Abbe Sieyes. Himself from a noble family, Mirabeau was convinced of the need to do away with a society of feudal privileges. He brought out a journal and delivered powerful speeches to the crowds assembled at Versailles. Abbe Sieyes, originally a priest, wrote an influential pamphlet called 'What is the Third Estate'?

Q.30. How was the Church responsible for the French Revolution? Mention three points.

[2010 (T-1)]

Ans. (i) The members of the church, clergy belonged to the First Estate. The clergy enjoyed all privileges with no obligations. They lived in pomp and extravagance which led to resentment among the members of the Third Estate.

(ii) The church was owner of a big chunk of land in France. It maintained a feudal set up.

(iii) The church too extracted its share of taxes called tithes from the peasants. Apart from this, the church also collected several other dues.

Q.31. How did the peasants contribute to the outbreak of the French Revolution? Explain.

[2010 (T-1)]

Ans. The peasants constituted the majority of the Third Estate which led the revolution. Peasants made up about 90 per cent of the population. However, only a small number of them owned the land they cultivated. They had to bear the burden of taxation. The nobles extracted feudal dues from the peasants. Peasants were obliged to render services to the lord—to work in his house and fields and to serve in the army or to participate in building roads.

The exploitation of peasantry and their misery led the peasants to revolt. They became the most vociferous section of the Third Estate which led the revolution. Moreover, the peasants were the worst victims of the Subsistence Crisis which occurred frequently in France during the Old Regime.

D. LONG ANSWER TYPE QUESTIONS [4 MARKS]

Q.1. In what circumstances did the French Revolution start?

(CBSE 2010)

OR

Discuss the political, economic and social causes of the French Revolution.

Ans. The French society was divided into three estates and only members of the Third Estate paid taxes. Long years of war and the cost of maintaining an extravagant court had sapped the finances of France. Rise in population, increase in the demand for foodgrains, steep rise in prices, low wages also taxed the French finances.

Q.2. 'The French philosophers of the 18th century greatly influenced the people and it led to

the French Revolution.’ Comment on this statement.

Ans. Philosophers such as Montesquieu and Rousseau put forward ideas envisaging a society based on freedom and equal laws and opportunities for all. In his *Two Treatises of Government*, John Locke sought to refute the doctrine of the divine and absolute right of the monarch. Rousseau carried the idea forward, proposing a form of government based on 'social contract' between people and their representatives. In the spirit of the laws, Montesquieu proposed a division of power within the government between the legislature, the executive and the judiciary. This form of government was put into force in USA. It was an important example for political thinkers in France.

Q.3. Explain the importance of the following events on the course of the French Revolution:

(a) Storming of the Bastille

(b) March on the Versailles by the women of Paris

(c) The passing of the Civil Constitution of the clergy

Ans. (a) On July 14, 1789, a mob of Paris stormed the fortress – the prison of Bastille – considered a symbol of oppression and despotism. The Swiss guards were killed and prisoners set free. The mob stole arms and ammunition. To this day, France celebrates 'Bastille Day' on 14th July every year.

(b) The march on the Versailles by women of Paris signified the fact that women became an active participant in the French Revolution. They gained an equal status in the society. The slogans of liberty, equality and fraternity became true.

(c) In 1790, the Civil Constitution nationalised the church. The clergy or group of persons who enjoyed special powers in the church were also forced to relinquish power. Tithes were abolished and lands owned by the church were confiscated.

Q.4. Describe the Reign of Terror and role played by Robespierre in it. (CBSE 2010)

Ans. The period from 1793 to 1794 is referred to as the Reign of Terror. Maximilian Robespierre, leader of the Jacobins, followed the policy of severe control and punishment. All those he saw as enemies of the Republic — ex-nobles, clergy, political opponents — were arrested, tried and guillotined if found guilty. He issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed. Use of expensive white flour was forbidden. Robespierre followed his policies so relentlessly that even his supporters began to demand moderation. Finally, he was convicted, arrested and guillotined in July 1794.

Q.5. What is the legacy left by the French Revolution? (CBSE 2010)

Ans. The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These spread from France to the rest of the Europe during the nineteenth century, where feudal systems were abolished. Colonised people reworked the idea of freedom from bondage into their movements to create a sovereign state. Tipu Sultan and Rammohan Roy are two examples of individuals who responded to the ideas coming from the revolutionary France.

Q.6. What did the following symbols convey in the Declaration of Rights?

(i) The broken chain

(ii) The bundle of rods or fasces

(iii) The eye within a triangle radiating light

(iv) Sceptre

- (v) **Snake biting its tail to form a ring**
- (vi) **Red Phrygian cap**
- (vii) **Blue-White-Red**
- (viii) **The winged woman**
- (ix) **The law tablet**

- Ans.** (i) **The broken chain** : Chains were used to fetter slaves. A broken chain stands for the act of becoming free.
- (ii) **The bundle of rods or fasces** : One rod can be easily broken, but not an entire bundle. Strength lies in unity.
- (iii) **The eye within a triangle radiating light** : The all-seeing eye stands for knowledge. The rays of the sun will drive away the clouds of ignorance.
- (iv) **Sceptre** : Symbol of royal power.
- (v) **Snake biting its tail to form a ring** : Symbol of eternity. A ring has neither beginning nor end.
- (vi) **Red Phrygian cap** : Cap worn by a slave upon becoming free.
- (vii) **Blue-white-red** : The national colours of France.
- (viii) **The winged woman** : Personification of the law.
- (ix) **The law tablet** : The law is the same for all, and all are equal before it.

Q.7. Who were the Jacobins? What was their contribution to the French Revolution?

(CBSE 2010)

Ans. Political clubs had become rallying point for people who wanted to discuss government policies and plan their own forms of action. The most successful of these clubs was that of the Jacobins. They got their name from the former convent of St. Jacob in Paris. They belonged to the less prosperous sections of the society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily wage earners. Their leader was Maximilian Robespierre. A large group among the Jacobin decided to wear long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society especially the nobles who wore knee breeches. It was a way of proclaiming the end of the power wielded by the wearers of knee breeches. These Jacobins came to be known as sans-culottes, literally meaning 'those without knee breeches'. Sans-culottes men wore in addition the red cap that symbolised liberty. Women, however, were not allowed to do so.

In the summer of 1792, they planned an insurrection of a large number of Parisians who were angered by the short supplies and high prices of food. On August 10, they stormed the Palace of the Tuileries, massacred the king's guards and imprisoned the king. Elections were now held. The newly elected assembly was called the Convention. On 21st September, 1792 it abolished the monarchy and declared France a republic.

Louis XVI was sentenced to death by a court on the charge of treason and executed on 21st January, 1793. The queen also met with the same fate.

Q.8. Discuss the participation of women in political clubs, their activities and demands.

Ans. From the very beginning, women were active participants in the events which brought about

so many important changes in French society. They hoped that their involvement would pressurise the revolutionary government to introduce measures to improve their lives. Most women of the third estate had to work for a living. They worked as seamstresses or laundresses, sold flowers, fruits and vegetables at the market, or were employed as domestic servants in the houses of prosperous people. Most women did not have access to education or job training. Their wages were lower than those of men.

In order to discuss and voice their interests women started their own political clubs and newspapers. About sixty women's clubs came up in different French cities. The Society of Revolutionary and Republican Women was the most famous of them. One of their main demands was that women should be given the same political rights as men. Women were disappointed that the constitution of 1791 reduced them to passive citizens. They demanded the right to vote, to be elected to the Assembly and to hold political office.

In the early years, the revolutionary government did introduce laws that helped improve the lives of women. Together with the creation of state schools, schooling was made compulsory for all girls. Their fathers could no longer force them into marriage against their will. Marriage was made into a contract entered into freely and registered under civil law. Divorce was made legal, and could be applied for by both women and men. Women could now train for jobs, could become artists or run small businesses.

Women's struggle for equal political rights, however, continued. During the Reign of Terror, the new government issued laws ordering closure of women's clubs, and banning their political activities.

Women's movements for voting rights and equal wages continued through the next two hundred years in many countries of the world. It was finally in 1946 that women in France won the right to vote.

Q.9. "The revolutionary government took it upon themselves to pass laws that would translate the ideals of liberty and equality into everyday practice."

Discuss this statement with special emphasis on the abolition of censorship.

Ans. The years following 1789 in France saw many such changes in the lives of men, women and children. The revolutionary governments took it upon themselves to pass laws that would translate the ideals of liberty and equality into everyday practice.

One important law that came into effect soon after the storming of the Bastille in the summer of 1789 was the abolition of censorship. Earlier all written material and cultural activities — books, newspapers, plays — could be published or performed only after they had been approved by the censors of the king. Now the Declaration of the Rights of Man and Citizen declared freedom of speech and expression to be a natural right. They all described and discussed the events and changes taking place in France. Freedom of the press also meant that opposing views of events could be expressed. Each side sought to convince the others of its position through the medium of print. Plays, songs and festive processions attracted large numbers of people. This was one way they could grasp and identify with ideas such as liberty or justice that political philosophers wrote about at length in texts. Newspapers, pamphlets, books and printed pictures flooded the towns of France from where they travelled rapidly into the countryside.

Q.10. Describe any four causes for the fall of Jacobin government in France. [2010 (T-1)]

Ans. (i) The Jacobin government in France was based on extreme measures. The period from 1793-1794 is referred to as the reign of terror. Robespierre followed a policy of severe control and punishment. All those he saw as being 'enemies' of the republic—nobles and clergy, members of other political parties, even members of his own party who did not agree with his methods—were arrested, imprisoned and guillotined. This led to chaos and resentment among the people.

(ii) The Jacobin government issued laws placing a maximum ceiling on wage and prices. Meat and bread were rationed. Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government. This led to a feeling of resentment against the Jacobins. Peasants began opposing them.

(iii) Robespierre's government ordered shutting down of churches and converting church buildings into barricades or offices. Thus the clergy turned against the Jacobin regime and hastened its fall.

(iv) Robespierre pursued his policies so relentlessly that even his supporters turned against him. They began to demand moderation and a middle path.

Finally, he himself was tried by a court in July 1794, arrested and guillotined.

Q.11. State the election process of the National Assembly in France. [2010 (T-1)]

Ans. The constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. Citizens voted for a group of electors, who in turn chose the assembly. All citizens did not have the right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is, they were entitled to vote. The remaining men and all women were classed as passive citizens. To qualify as an elector and then as a member of the assembly, a man had to belong to the highest bracket of tax payers.

Q.12. What changes were brought in France after the fall of Robespierre's government? How did it lead to the rise of Napoleon Bonaparte? [2010 (T-1)]

Ans. The fall of the Robespierre's government led to the seizure of power by the wealthier middle classes. A new constitution was introduced which denied the vote to non-propertied sections of society. It provided for two elected legislative councils. These then appointed a Directory, an executive made up of five members. This was to check concentration of powers in the hands of a one man executive which could turn tyrannical. But the directors often clashed with the legislative councils, who then sought to dismiss them. The political instability of the Directory paved the way for the rise of a military dictator Napoleon Bonaparte.

Q.13. Describe the importance of Declaration of the Right of Man in France. [2010 (T-1)]

Ans. The Declaration of the Right of Man in France was a landmark decision in the history of France. The constitution began with a declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law, were established as 'natural and inalienable' rights. That is, they belonged to each human being by birth and could not be taken away. It was the duty of the state to protect each citizen's natural rights. The declaration of the Right of Man and Citizens influenced revolutionary movements elsewhere too.

Q.14. What landmark decisions were taken by the National Assembly led by the Third Estate on 4th August, 1789? [2010 (T-1)]

Ans. Louis XVI finally accorded recognition to the National Assembly and accepted the principle that his powers would be checked by a constitution. On 4 August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes. Members of the clergy too were forced to give up their privileges. Tithes were abolished and lands owned by the church were confiscated. As a result, the government acquired assets worth at least 2 billion livres.

II. FORMATIVE ASSESSMENT

A. PROJECT

Topic covered : French society during the late eighteenth century.

Objective : To create awareness about the French society on the eve of the revolution.

Skills developed : Critical thinking, self-confidence, identification

Time required : 2 days

Method : (a) Read about socio-economic conditions of France during the late 18th century.

(b) Study the given picture carefully and analyse what you have studied.

(c) Explain the significance of the picture.



B. ASSIGNMENTS

(1) (a) Study this diagram and write about the Third Estate in French society.

(b) Classify the rich and the poor of the Third Estate.



- (a) What problem did Georges Danton face after finishing his education? Why?
 (b) What message is Arthur Young conveying? Who is he criticising ? What changes does he sense in the situation of 1787?
- (6) On the basis of the given passage, write your views on the constitution drafted by the National Assembly.

The revolutionary journalist Jean-Paul Marat commented in his newspaper *L'Ami du peuple* (The Friend of the People) on the constitution drafted by the National Assembly:

'The task of representing the people has been given to the rich ... the lot of the poor and oppressed will never be improved by peaceful means alone. Here we have absolute proof of how wealth influences the law. Yet laws will last only as long as the people agree to obey them. And when they have managed to cast off the yoke of the aristocrats, they will do the same to the other owners of wealth.'

Source: An extract from the newspaper 'L'Ami du peuple'.

C. ACTIVITIES

- (1) In 1793, Jacobin politician, Chaumette, sought to justify the closure of women's clubs on the following grounds :

"Has Nature entrusted domestic duties to men? Has she given us breasts to nurture babies? No, she said to man : Be a man. Hunting, agriculture, political duties ... that is your kingdom. She said to woman: Be a woman .. the things of the household, the sweet duties of motherhood - those are your tasks. Shameless are those women, who wish to become men. Have not duties been fairly distributed?"



Imagine yourself to be one of the women in the given picture. Formulate a response to the arguments put forward by Chaumette.

- (2) (a) Read Charles Dickens' novel *A Tale of Two Cities*. It is one of the best stories written on the French Revolution.
 (b) Think and find out which ideas of the French Revolution affected India most and how.
 (c) Collect as many pictures as you can of this period.
- (3) **Rousseau, Jean-Jacques** (1712-78), was a French-Swiss philosopher whose political ideas helped to bring about the French Revolution. His religious and social philosophy was widely influential.

Rousseau was born in Geneva, Switzerland. At the age of 33, he settled in Paris, where he wrote an opera, *Les Muses Galantes*, and contributed to Denis Diderot's famous encyclopaedia. In 1750, he won a prize for an essay expressing the beginning of his famous theories on natural man and natural life. His idea that man is naturally good, and that

civilisation or society makes man anxious and unhappy, shocked the people of his time. Retiring to the village of Montmorency in 1756, he wrote his first novel, *Julie, ou la Nouvelle Heloise*.

A second novel, *Emile*, recommending simplicity in education, followed in 1762. In the same year *Du Contract Social (The Social Contract)* appeared. It was a plea for government by and for the people, and it became the textbook of the French Revolution.

Because of government objections to the ideas stated in *Emile* and *Du Contract Social*, Rousseau had to leave France. He finally took refuge in England, settling at Wootton in Derbyshire. There he began his *Confessions*, an autobiography that was published after his death. Rousseau returned to Paris in 1770.

Rousseau was a sensitive, emotional person who was quick to take offence when he felt himself slighted or wronged. His greatest pleasure in life, he wrote, was going for solitary walks in the countryside.

Find out more about any one of the revolutionary figures you have read about in this chapter. Write a short biography of this person.

D. GENERAL DISCUSSION

Read the Declaration of Rights of Man and Citizen again. Discuss the views in the class. How many of these rights are included in the Indian Constitution?

E. GROUP ACTIVITY

The French Revolution saw the rise of newspapers describing the events of each day and week. Collect information and pictures on any one event and write a newspaper article. You could also conduct an imaginary interview with important personages such as Mirabeau, Olympe de Gouges or Robespierre. Work in groups of two or three. Each group could then put up their articles on a board to produce a wallpaper on the French Revolution.