

Chapter-1

The French Revolution

1 marks Questions

1. Name the book that has proposed a division of power within the government?

Ans. The Spirit of the Laws.

2. What is Livre?

Ans. It was a unit of currency in France discontinued in 1794.

3. Define Tithe?

Ans. A tax levied by the church, comprising one-tenth of the agricultural produce.

4. Who was the king of France at the time of French revolution?

Ans. Louis XVI of the Bourbon family.

5. Who was Olympe de Gouges?

Ans. Olympe de Gouges was one of the most important of the politically active women in revolutionary France.

6. In which year the Jacobins planned an insurrection?

Ans. In the summer of 1792.

7. Name the news paper on which the speech of Robespierre was printed.

Ans. Le Moniteur Universal.



8. Name the military dictator who established his power over France after the dismissal of Directory?

Ans. Napoleon Bonaparte.

9. Who wrote the book “Two Treaties of the Government”?

Ans. John Locke.

10. Who wrote the book “The Spirit of Laws”?

Ans. Montesquieu.

11. Who wrote an influential pamphlet “What is the Third Estate”?

Ans. Abbe Sieyes.

12. Who wrote the book “The Social Contract”?

Ans. Rousseau.

13. What was the main objective of National Assembly in France while drafting the constitution of 1791?

Ans. The main objective of National Assembly in France was to limit the powers of Monarch.

14. Name the book in which the idea of one person one vote was mentioned.

Ans. The Social Contract.

15. Who composed the patriotic song Marseillaise?

Ans. Roget de L’Isle.

16. Who was the head of Jacobin Club?



Ans. Maximillion Robespierre.

17. When was slavery finally abolished in French colonies?

Ans. 1848.

18. Who was given the status of active citizens?

Ans. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage.

19. Who could qualify as an Elector?

Ans. To qualify as an elector and as a member of the Assembly, a man had to belong to the higher bracket of taxpayer.

20. What was the most important legacy of the French Revolution?

Ans. The ideas of liberty, freedom and democratic rights were the most important legacy of the French Revolution.



3 marks Questions

1. The eighteenth century France witnessed the emergence of the middle class'. Who were they and what were their ideas?

Ans. The eighteenth century witnessed the emergence of social groups, termed as the middle class.

They earned their wealth through an expanding overseas trade and manufacture of goods such as woolen silk textiles that were exported or bought by the richer members of society. In addition to merchants and manufacturers the third estate included professionals such as lawyers or administrative officials.

2. Describe any three causes for the fall of the Jacobin government in France.

Ans. The Jacobin government followed the policy of severe control and punishment. All those who were regarded as the enemy of the republic were arrested and tried by tribunal. If found guilty they were guillotined.

Even Luis XVI was sentenced to death by a court on charge of treason.

Finally, opposition to such severe control began to grow and was responsible for the fall of the Jacobin government.

3. What do you understand by the term "Reign of Terror"?

Ans. The period from 1793 to 1794 is referred to as reign of terror.

Robespierre followed the policy of severe control and punishment.

All those who were regarded as the enemy of the republic were arrested and tried by tribunal. If found guilty they were guillotined.

4. Highlight the provisions of the constitution which was introduced after the fall of



Jacobin club.

Ans. The fall of the Jacobin Government allowed the wealthier middle classed to seize power.

A New constituent was introduced which denied the vote to non-propertied sections of society.

It provided for two elected legislative councils. These then appointed a Directory, and executive made up of five members.

This was mean as a safe guard against the concentration of power in a one man executive as under the Jacobins.

5. What role did women play during the revolutionary years?

Ans. From the very beginning women were active participant in the events which brought about so many important changes in French society.

In order to discuss and voice their interests women started their own political clubs and newspapers.

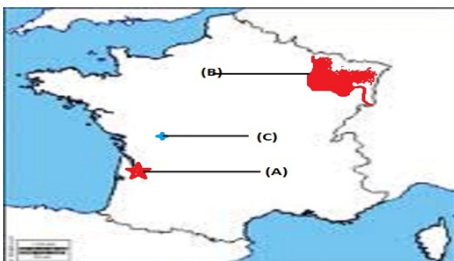
About sixty women's club came up in different French Cities. The Society of revolutionary and Republican women was the most famous clubs.

6. Three items A, B, and C are shown in the given outline map of France. Identify these items with the help of following information and write their correct names on the lines marked on the map.

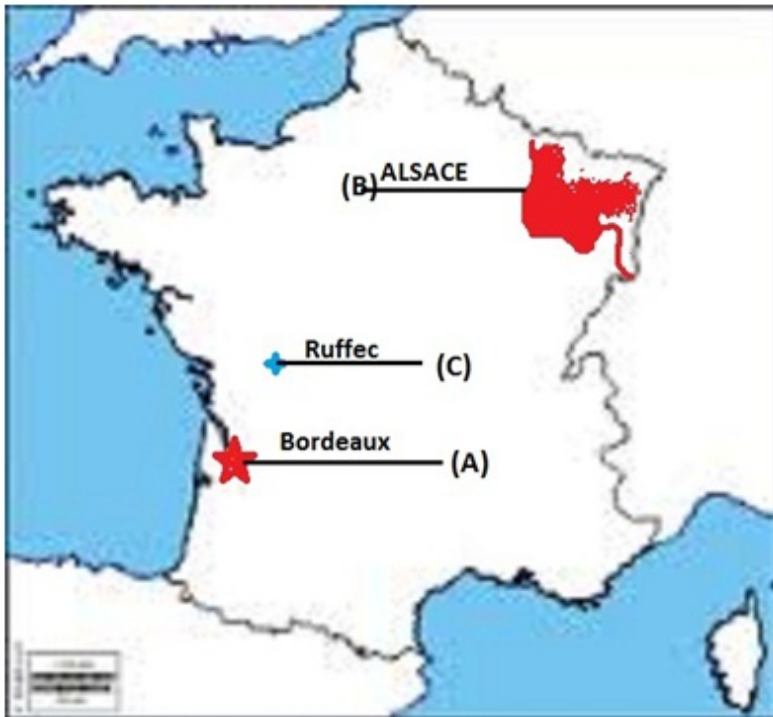
i) Port related to slave trade

ii) Region not affected by the great fear

iii) Epicenters of main panic movement



Ans.



7. How was the system of Estates in French society organized?

Ans. First Estate and Second Estate-These estates consisted of the clergy and nobility. About 60% of the land was owned by nobles, the church and other members of the third estate. The members of the first two estates that are the clergy and nobility enjoyed certain privileges by birth. The nobles further enjoyed feudal privileges. The third estate comprised big businessman, merchants, court officials, lawyers, peasants and artisans, Small peasants, landless labourers and servants etc. Peasants were 90% population with very low few owners of land. Only the members of third estate paid taxes.

8. What types of taxes were paid by the third estate in France?

Ans. Nobles enjoyed feudal privileges. Peasants were obliged to work in their houses and fields, to serve in the army and build roads. Peasants paid a tax called tithes to the church. The third estate paid a direct tax called taille. In direct tax on salt and tobacco were also levied.

9. How did France saw the subsistence crises during the old regime?

Ans. The rapid increase in population from 23 million in 1715 to 28 million in 1789 led to rapid increase in the demand for food grains. Production of food grains could not keep pace with the demand.

Price of bread was increased. Wages also did not keep pace with the rise of prices.

So the gap between poor and rich widened. Things became worse whenever drought or hail reduced the harvest.

This led to subsistence crises.

10. What was the significance of the storming of the Bastille?

Ans. The first of the French Revolution was fired on 14 July 1789, in the city of Paris.

Around 7000 men and women who formed the people's militia gathered in front of the town hall and broke into government buildings in search of arms.

Finally they stormed the Bastille, the fortress prison to free political prisoners.

The Bastille was hated by all as it stood for the despotic power of King.

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

Ans. 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.

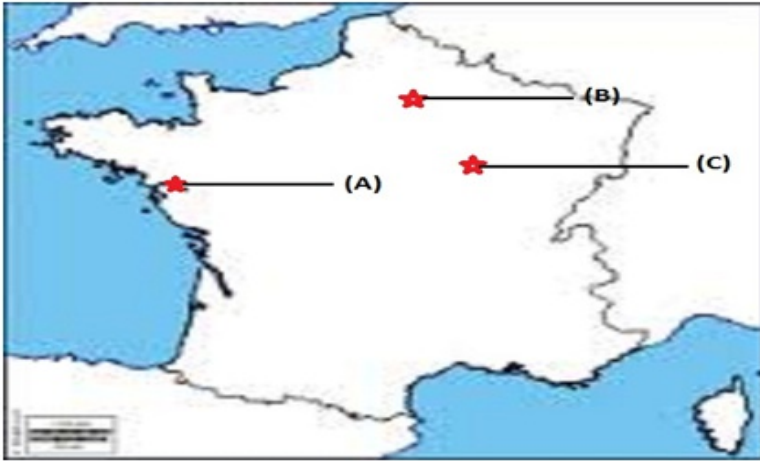
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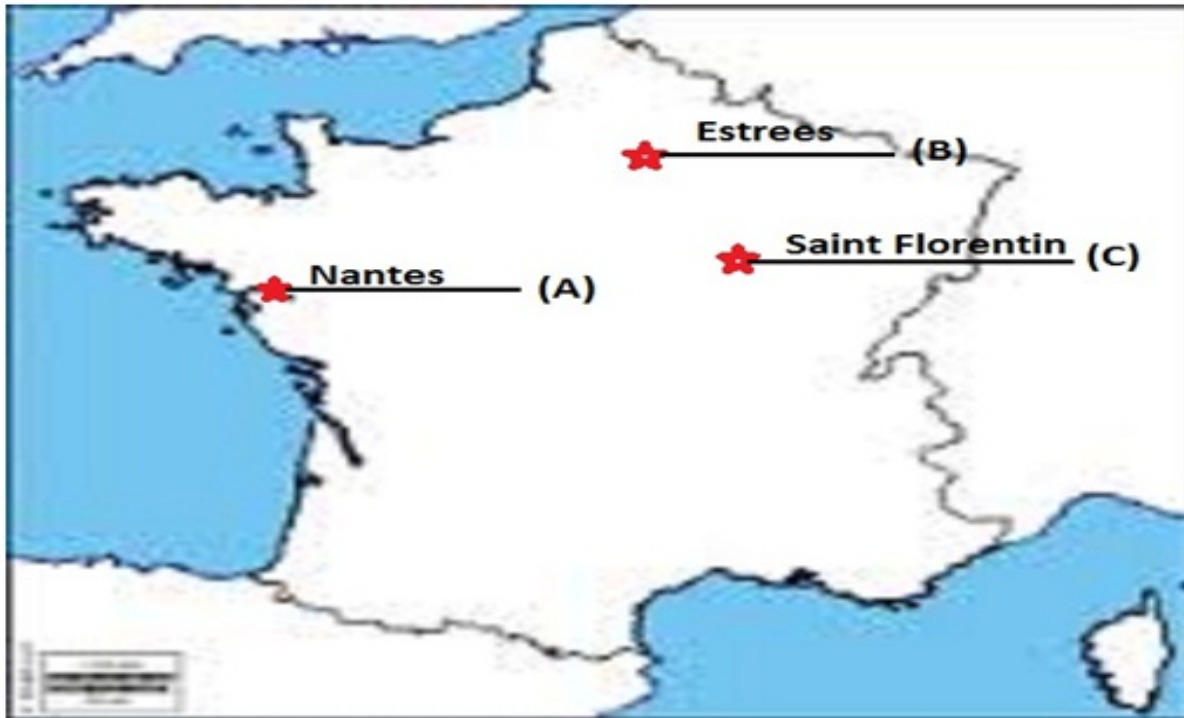
ii) Epicenters of main panic movement

iii) Epicenters of main panic movement





Ans.



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

Ans. Women were disappointed that the constitution of 1791 reduced the passive citizens. They don't have the right to vote.

They demanded the right to vote, to be elected to the assembly and to hold political office. Only then they felt would their interests be represented in the new government.

14. What do you know about the Estates General?

Ans. The Estates General was a political body to which the three estates sent their representatives.

In France of the Old Regime, the monarch did not have the power to impose taxes; rather he had to call a meeting of the Estate General to pass the proposals for new taxes.

However it was the monarch alone who could decide when to call a meeting of this body.

15. Who was Mirabeau?

Ans. Mirabeau was born in a noble family but was convinced of the need to do away with feudal privileges. He brought out a journal and delivered powerful speeches to the crowds assembled at Versailles.

The representatives of the third estate assembled on 20 June in the hall of the indoor tennis court in the ground of Versailles. They declared themselves National Assembly. They were led by Mirabeau and Abbe Sieyes.

16. Who was Abbe Sieyes?

Ans. Abbe Sieyes was prominent member of National Assembly. Originally, he was a priest. He wrote an influential pamphlet called, what is Third Estate? The representatives of the third estate assembled on 20 June in the hall of the indoor tennis court in the ground of Versailles. They declared themselves National Assembly. They were led by Mirabeau and Abbe Sieyes

17. Highlight the turmoil of countryside of France, when the National Assembly was busy at Versailles in drafting a new constitution.

Ans. In the countryside rumors spread from village to village that the lords of the manor had hired bands of brigades who were on their way to destroy the ripe crops.

Caught in a frenzy of fear, peasants in several districts seized hoes and pitchforks and attacked chateaux.

They looted hoarded grains and burnt down documents containing records of manorial dues.

18. Locate the following place related to French revolution on the outline map of

France:

i) Paris

ii) Marseilles

iii) Lille

Ans.



19. How was the National Assembly recognized and how did it start exercising its powers?

Ans. Faced with the power of his revolting subjects, Louis XVI finally accorded recognition to the National Assembly and accepted the principle that his powers would from now on be checked by constitution.

On the night of 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.

20. Highlight any three steps taken by Robespierre to establish equality in French Society?

Ans. Instead of Monsieur (Sir) and Madame (Madam) a more equal form of address Citizen and Citoyenne (Citizen) was practiced.

Churches were shut down and converted into barracks and offices.

More expensive bread was forbidden- all citizens required to eat equality bread.



19. What was the position of women in French society?

Ans. Most women worked for a living-as seamstress, Laundresses, selling flower, fruits etc or as domestic servants.

Only daughters of nobles and wealthier parties studied in convent. Their families arranged marriages for them.

Working women also took care of their own families, cooked, and washed, cleaned and queued up for bread.

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22. Name some symbols used during French Revolution and what do they stand for?

Ans. The broken chain: Chains were used to fetter slaves. A broken chain stands for the act of becoming free.

The Bundle of rods or fasces: One rod can be easily broken, but not an entire bundle.

Strength lies in unity.

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.

23. What was Guillotine? By whom and why was it used?

Ans. Guillotine was a device consisting of two poles and a blade with which a person is beheaded. It was named after Dr Guillotine who invented it.

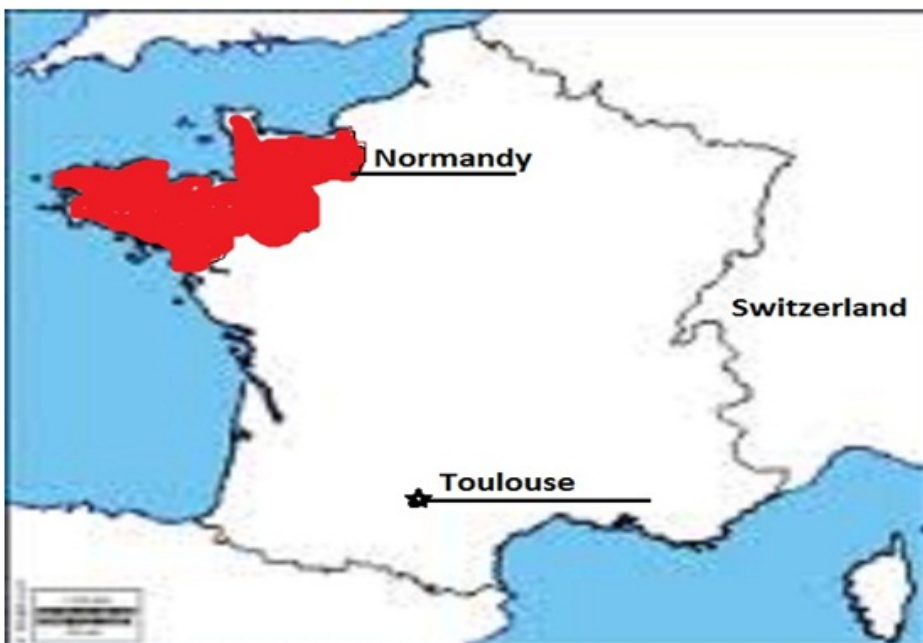
It was used by Robespierre.

Robespierre followed a policy of reign of terror of severe control and punishment. Those who followed a policy of reign of terror of severe control and punishment. Those who did not agree with his methods were arrested, imprisoned and then tried by a revolutionary tribunal. If the court found the guilty, they were guillotined.

24. Locate the following place related to French revolution on the outline map of France:

- i) The country situated on the Eastern side of France
- ii) Normandy region
- iii) Toulouse

Ans.



25. How did France become a constitutional monarchy?

Ans. The national Assembly completed the draft of the constitution in 1791.

Its main object was to limit the powers of the monarch. The powers instead of being concentrated in the hands of one person were now separated and assigned to different institutions- the legislature, executive and judiciary.

This made France a constitutional monarchy.

26. What was Directory? Why was it removed from France?

Ans. The fall of the Jacobins government allowed the wealthier middle class 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. However the Directors clashed with the legislative councils, who then sought dismiss them.

The political instability of the Directory paved the way for the rise of a military dictator, Napoleon Bonaparte.

27. How could abolition of slavery become possible in France? Explain.

Ans. Throughout the eighteenth century there was little criticism of slavery in France. There were long debates in the National Assembly about whether the right of man should be extended to all French subjects including those in the colonies. But now law was made fearing opposition from business community.

It was finally the conventions which in 1794 legislative to free all slaves in the French overseas possessions. But ten years later, Napoleon again started slavery.

28. Explain three teaching of Rousseau which laid the foundations of democracy?

Ans. He upheld the doctrine of popular sovereignty.

He believed that government should be based on the consent of the governed.

He stated that people are the real sovereigns and kings rule only with their consent.

His famous book Social Contract tells us about a contract between the rulers and the ruled whereby the former would guarantee the freedom and happiness.

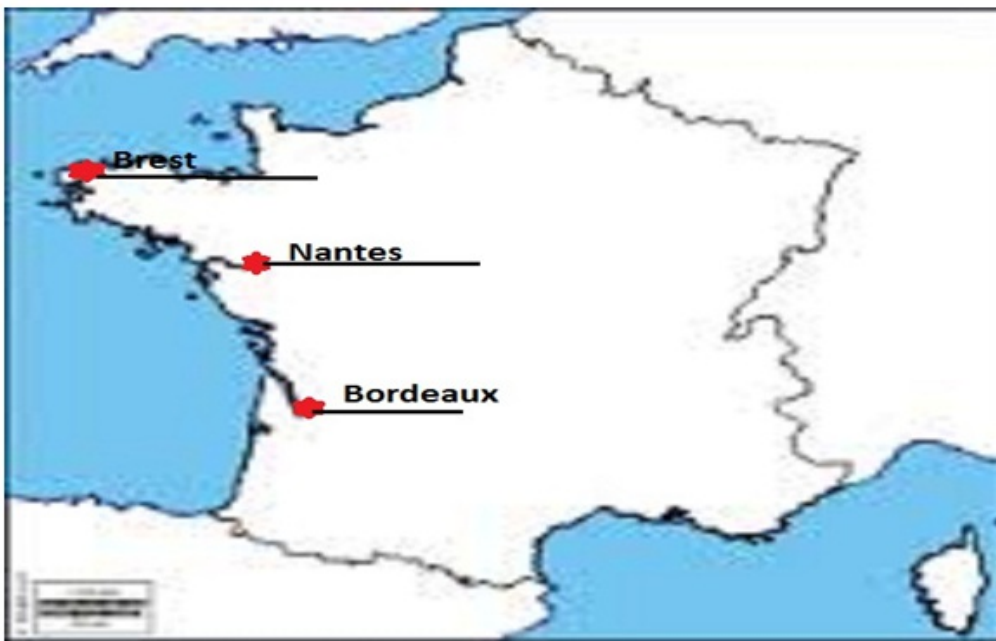
29. Draw up a list of any three Democratic Rights we enjoy today whose origins could be traced back to the French Revolution.

Ans. Right to speech and Expression
Right to equality- Equality before law
Right to life
Right to vote

30. Locate the following place related to French revolution on the outline map of France:

- i) Port Nantes**
- ii) Port Bordeaux**
- iii) Brest**

Ans.



5 marks Questions

1. Describe the main features of the constitution of 1791. Mention any five points.

Ans. Constitutional Monarchy: The new constitution made France a constitutional Monarchy.

National Assembly: It had 745 members and was indirectly elected and could legislate.

Right to Vote: Only men above the age of 25 who paid taxes has equal to 3 day of a labourer's wage were active citizens and can vote.

Powers of National Assembly: This body had the organs- legislature, Executive and Judiciary.

The Declaration of Rights and Man and Citizens: The Constitution began with this declaration and included rights like rights to life, freedom of speech and freedom of opinion.

2. Write a short note on the Reign of Terror in France. Describe any five steps taken by him to consolidate his power in France.

Ans. The period from 1793 to 1794 is known as the reign of terror. Robespierre followed a policy of severe control and punishment.

Maximum ceiling on wages and prices.

Rationing of Meat and bread.

Peasants were made their grain to the cities and sell it at fixed price.

Use of more expensive white flour was for bidden.

All were to eat the equality bread a loaf made of whole wheat.

Equality in forms of speech and address.

Churches were shut down and their buildings were converted into barracks and offices.

3. What changes people witnessed everyday life after the revolution of 1789 in France?

Ans. After the storming of the Bastille in 1789, a law was passed according to which



editorship on press was abolished.

The Constitution of 1791 began with a Declaration of the Rights of man and citizen. It proclaimed that freedom of speech and opinion and equality before law were natural rights of each human being by birth.

Newspapers, pamphlets and printed pictures appeared steadily in the towns of France. From France this printed material travelled into countryside. These publications described and discussed the events and changes taking place in country.

The Freedom of Press allowed expression of the opposing views of events. Each side could now try to convince others of its stand on any event or problem.

Much use was made of plays, songs and festive processions which attracted large number of people.

4. Explain the achievements of Napoleon Bonaparte in France.

Ans. Napoleon Bonaparte was a military dictator of France. After crowning himself as the emperor of France in 1804, he saw his role as a modernizer of Europe.

He introduced a law for the protection of private property.

He introduced a uniform system of weights and measures.

Initially many saw Napoleon as a liberator who would bring freedom for the people.

Many of his measures carried the revolutionary ideas of liberty and modern laws to other parts of Europe.

They left a long lasting impact on the lives of people there.

5. Explain triangular slave trade carried on during 18th and 19th century.

Ans. There occurred a shortage of labour on the plantations in the Caribbean when European refused to go and work in the distant land.

This problem was solved by a triangular slave trade between Europe, Africa and the America.

French merchants sailed from the ports of Bordeaux or Nantes to the African coast. There they bought slaves from local chieftains.

The slaves were branded and shackled. They were then packed tightly into ships which carried them to the Caribbean. There they were sold to plantation owners.

The exploitation of slave labour, thus met the growing demand in European markets for



sugar, coffee and indigo.

6. Describe the legacy of the French Revolution for the people of the world.

Ans. The 1791 constitution began with a declaration of the rights of men and citizen. Rights such as the right to life, freedom of speech, freedom of opinion, etc were considered as basic or natural and inalienable rights which could not be taken. Tipu Sultan and Rammohan Roy, Indian individuals responded to the ideas of liberty and equality coming from revolutionary France. The new revolutionary ideas spread to France occupied areas in Europe and abroad. People in such areas, began dreaming of sovereign nation states. Colonized people in Africa, Asia and Latin America reworked the idea of freedom from bondage into their movements to create sovereign new states.

7. Which was the important law that came into effect soon after the storming of Bastille in the summer of 1789? How did it change the lives of the common people? Explain.

Ans. Abolition of censorship was the important law that came into effect soon after storming of Bastille in July 1789. Newspaper, pamphlets, books and printed pictures flooded the towns of France from where it reached to countryside. They all discussed events and changes taking place in France. Freedom of the press also meant that opposing views of events could be expressed. Plays, songs and festive processions attracted common people through which they could identify with ideas such as liberty or justice.

8. State any five causes of the empty treasury of France under Louis XVI.

Ans. Long years of war had drained the financial resources of France. Added to this was the cost of maintaining an extravagant court at the immense palace of Versailles. Under Louis XVI, France helped the thirteen colonies to gain their independence from the common enemy, Britain. The war added more than a billion livres to a debt that had already risen to more than 2 billion livres.



Lenders, who gave the state credit, now began to charge 10 percent interest on loans. To meet its regular expenses, such as the cost of maintaining an army, the court, running government offices or universities.

9. How was church responsible for the French revolution?

Ans. About 60% of the land was owned by nobles, the church and other richer members of the third estate.

The church enjoyed a certain privilege that was they were exempted from paying taxes to the state.

The church too extracted its share of taxes called tithes from the peasants, and finally, all members of the third estate had to pay taxes to the state.

These include a direct tax called taille, and a number of indirect taxes which levied on articles of everyday consumption like salt or tobacco.

The burden of financing activities of the state through taxes was borne by the third estate alone.

10. Explain the role of philosophers in the French Revolution of 1789.

Ans. In Two Treatises of Government, 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 a social contract between people and their representatives.

In the Spirit of the Laws Montesquieu proposed a division of power within the government between the legislative, the executive and the judiciary.

The ideas of these philosophers were discussed intensely in salons and coffee-houses and spread among people through books and newspapers.

Patriotic song Marseillaise composed by poet Roget de L'Isle. It was sung for the first time by volunteers from Marseilles as they marched into Paris and so got its name. The Marseillaise is now the national anthem of France.



Mix Question

1. Describe the storming of the prison Bastille in France.

Ans.

- a. On the morning of 14 July 1789, the city of Paris was in a state of alarm. The king had commanded troops to move into the city. Rumours spread that he would soon order the army to open fire upon the citizens who rose in protest due to shortage of bread.
- b. Some 7,000 men and women gathered in front of the town hall and decided to form a peoples. militia. They broke into a number of government buildings in search of arms. Finally, a group of several hundred people marched towards the eastern part of the city and stormed the fortress-prison, the Bastille, where they hoped to find hoarded ammunition.
- c. In the armed fight that followed, the commander of the Bastille was killed and the prisoners released . though there were only seven of them. Yet the Bastille was hated by all, because it stood for the despotic power of the king. The fortress was demolished and its stone fragments were sold in the markets to all those who wished to keep a souvenir of its destruction.

2. Describe the political and economic condition of France during the 18th century.

Ans.

- a. In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France. He was 20 years old and married to the Austrian princess Marie Antoinette.
- b. Upon his accession the new king found an empty treasury. Long years of war had drained the financial resources of France. The cost of maintaining an extravagant court at Versailles was very high.
- c. Under Louis XVI, France helped the thirteen American colonies to gain their independence from the common enemy, Britain. The war added more than a billion livres (currency) to a debt that had already risen to more than 2 billion livres.
- d. Lenders who gave the state credit, now began to charge 10 per cent interest on loans. So 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. (Under what circumstances did the King of France decide to increase the tax?

(point 3 & 4 above)

3. Describe the social condition of France during the 18th century. OR How was the French society organised?

Ans.

- a. French society in the eighteenth century was divided into three estates, viz. The First Estate, Second Estate and the Third Estate. The First Estate consisted of the Clergy and the Second Estate consisted of Nobility.
- b. The members of the first two estates, 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.
- c. The Third Estate consisted of three categories of people. Big businessmen, merchants, court officials, lawyers etc come in the top layer. Peasants and artisans come in the middle and small peasants, landless labourers and servants come under the lowest category of people.
- d. Peasants made up of 90 per cent of the population. However, only a small number of them owned the land they cultivated. About 60 per cent of the land was owned by nobles, the Church and other richer members of the third estate.
- e. 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. The burden of financing activities of the state through taxes was borne by the third estate alone.

4. What was the 'subsistence crisis' in France? How did it arise?

Ans.

- a. The population of France rose from about 23 million in 1715 to 28 million in 1789. This led to a rapid increase in the demand for food grains. Production of grains could not keep pace with the demand. So the price of bread which was the staple diet of the majority rose rapidly.
- b. Most workers were employed as labourers in workshops whose owner fixed their wages. But wages did not keep pace with the rise in prices. So the gap between the



poor and the rich widened.

- c. Things became worse whenever drought or hail reduced the harvest. Shortage of food grains led to price rise, riots and death. It is called subsistence crisis, something that occurred frequently in France during the Old Regime.

5. Who were the groups of people who protested rising taxes and food scarcity in France? What was the result? How did the emergence of the middle class help French society?

Ans.

- a. In the past, peasants and workers had participated in revolts against increasing taxes and food scarcity. But they lacked the means and programmes to carry out full-scale measures that would bring about a change in the social and economic order. This was left to the middle class.
- b. The middle class became prosperous and had access to education and new ideas. The merchants earned their wealth through an expanding overseas trade and from the manufacture of goods.
- c. In addition to merchants and manufacturers, the third estate included professionals such as lawyers or administrative officials. All of these were educated and believed that no group in society should be privileged by birth. Rather, a person's social position must depend on his merit.
- d. These were the groups of people who protested rising taxes and food scarcity in France. These ideas of a society based on freedom and equal laws and opportunities for all, were put forward by philosophers too. How did the middle class become important in French society? Points 2, 3 and 4 above

6. What role did philosophers play in bringing about the French Revolution?

Ans.

- a. These ideas of a society based on freedom and equal laws and opportunities for all, were put forward by philosophers such as John Locke and Jean Jacques Rousseau. In his Two Treatises of Government, Locke sought to disprove the doctrine of the divine and absolute right of the monarch.
- b. Rousseau carried the idea forward, proposing a form of government based on a social contract between people and their representatives.
- c. In The Spirit of the Laws, Montesquieu proposed a division of power within the government between the legislative, the executive and the judiciary. This model of



government was put into force in the USA, after the thirteen colonies declared their independence from Britain.

- d. The American constitution and its guarantee of individual rights influenced political thinkers in France. The ideas of these philosophers were discussed intensively in salons and coffee-houses and spread among people through books and newspapers.
- e. These were frequently read aloud in groups for the benefit of those who could not read and write. The news that Louis XVI planned to impose further taxes to be able to meet the expenses of the state generated anger and protest against the system of privileges.

7. Examine the factors that led to the French Revolution.

Ans.

- a. The war with Britain : France supported American colonies in their war with the Great Britain for their independence. This war led to an increasing debt on the French monarchy. This necessitated imposition of new taxes on the public.
- b. Privilege based on birth: French society in the eighteenth century was divided into three estates, viz. The First Estate, Second Estate and the Third Estate. The First Estate consisted of the Clergy and the Second Estate consisted of Nobility. The members of the first two estates, 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.
- c. Subsistence Crisis: The high population led to a rapid increase in the demand for food grains. Production of grains could not keep pace with the demand. So the price of bread which was the staple diet of the majority rose rapidly. Wages did not keep pace with rising prices. It led to the subsistence crisis.
- d. Growing Middle Class: A new class emerged in France because of increased overseas trade. This class was wealthy not because of birth but because of its ability to utilize opportunities. People of the middle class started raising their voice for an end to privileges based on birth.
- e. Role of philosophers: The ideas of a society based on freedom and equal laws and opportunities for all, were put forward by philosophers such as John Locke and Jean Jacques Rousseau. They spread awareness through various media. Some from the privileged classes also advocated a switch to democracy. So, finally there was revolution in France.

8. Examine the incidents preceding the outbreak of the French Revolution.



Ans.

- a. Louis XVI, the King of France had to increase taxes for many reasons. He called a meeting of the Estates General which would pass his proposals for new taxes.
- b. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote. But members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote.
- c. When the king rejected this proposal, members of the third estate walked out of the assembly in protest. On 20 June 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.
- d. While the National Assembly was busy at Versailles drafting a constitution, riot spread across the country. A severe winter had meant a bad harvest; the price of bread rose, often bakers exploited the situation and hoarded supplies.
- e. 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 the Bastille.
- f. In the countryside rumours spread from village to village that the lords of the manor had hired bands of brigands who were on their way to destroy the ripe crops. Angry peasants in several districts seized hoes and pitchforks and attacked chateaux (residence of lords)
- g. They looted hoarded grain and burnt down documents containing records of manorial dues.

9. What were the immediate results of the outbreak of the French Revolution?

Ans.

- a. A large number of nobles fled from their homes, many of them migrating to neighbouring countries.
- b. Faced with the power of his revolting subjects, Louis XVI finally accorded recognition to the National Assembly and accepted the principle that his powers would from now on be checked by a constitution.
- c. On the night of 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 (tax imposed by the Church) were abolished and lands owned by the Church were confiscated. As a result, the government acquired assets worth at least 2 billion livres.

10. Why did the Third Estate walk out from the Estate General called by the King Louis XVI in France?

Ans.

- a. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote. This time too Louis XVI was determined to continue the same practice. But 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 one of the democratic principles put forward by philosophers like Rousseau in his book *The Social Contract*.)
- b. When the king rejected this proposal, members of the third estate walked out of the assembly in protest. The representatives of the third estate viewed themselves as spokesmen for the whole French nation. (Which demand of the third estate was rejected by the King)

11. How did France Become a Constitutional Monarchy?

Ans.

- a. Faced with the power of his revolting subjects, Louis XVI finally accorded recognition to the National Assembly and accepted the principle that his powers would from now on be checked by a constitution.
- b. On the night of 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 (tax imposed by the Church) were abolished and lands owned by the Church were confiscated.
- c. The National Assembly completed the draft of the Constitution in 1791. Its main object was to limit the powers of the monarch. These powers instead of being concentrated in the hands of one person, were now separated and assigned to different institutions, the legislature, executive and judiciary. This made France a constitutional monarchy.

12. Write a short note on the Constitution of 1791 in France.

Ans.

- a. 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.

- b. 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.
- c. 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.
- d. 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.

What were the important democratic rights guaranteed in the French Constitution?
(Write the last point of the previous answer)

13. **Why were the women disappointed by the Constitution of 1791 in France? What laws did the revolutionary government introduce to improve the lives of women?**

Ans.

- a. 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.
- b. 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. Therefore women were disappointed by Constitution of 1791 in France.
- c. In the early years, the revolutionary government introduced 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.
- d. 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.



14. **Why is Declaration of the Rights of Man and Citizen regarded as a revolutionary document?**

Ans.

- a. 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.
- b. Now the Declaration of the Rights of Man and Citizen proclaimed freedom of speech and expression to be a natural right. Newspapers, pamphlets, books and printed pictures flooded the towns of France from where they traveled rapidly into the countryside. They all described and discussed the events and changes taking place in France.
- c. 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 text which only a handful of educated people could read.
- d. In a country where people were classified and discriminated, where laws did not protect the public, where the upper class enjoyed privileges, Rights of Man and Citizen regarded as a revolutionary document.

15. **How did France become a Republic?**

Ans.

- a. Although Louis XVI had signed the Constitution, he entered into secret negotiations with the King of Prussia. Rulers of other neighbouring countries too were worried by the developments in France and made plans to send troops to put down the events that had been taking place there since the summer of 1789.
- b. Before this could happen, the National Assembly voted in April 1792 to declare war against Prussia and Austria. Thousands of volunteers joined the army. They saw this as a war of the people against kings and aristocracies all over Europe.
- c. Political clubs like the Jacobins became an important rallying point for people who wished to discuss government policies and plan their own forms of action. Their leader was Maximilian Robespierre. AND (OR for Short answer)



- d. In the summer of 1792 the Jacobins planned an uprising of a large number of Parisians who were angered by the short supplies and high prices of food.
- e. On the morning of August 10 they stormed the Palace of the Tuileries, massacred the king's guards and held the king himself as hostage for several hours. Later the Assembly voted to imprison the royal family. Elections were held.
- f. From now on all men of 21 years and above, regardless of wealth, got the right to vote. The newly elected assembly was called the Convention. On 21 September 1792 it abolished the monarchy and declared France a republic.

16. **Who were the Jacobins? What role did they play in making France a republic?**

OR

Name the popular political club in France. Who was its leader?

Ans.

- a. The Jacobins were the successful Political club that became an important rallying point for people in France who wished to discuss government policies and plan their own forms of action.
- b. The members of the Jacobin club belonged mainly to the less prosperous sections of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers. Their leader was Maximilian Robespierre. (Continue Previous Answer from point iv)

17. **What was the Reign of Terror in France? Or Why is the period from 1793 to 1794 referred to as 'reign of terror' in France?**

Ans.

- a. The period from 1793 to 1794 is referred to as the Reign of Terror because it was a period of severe control and punishment by Robespierre.
- b. All those whom he saw as being enemies of the republic, ex-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 then tried by a revolutionary tribunal.
- c. If the court found them guilty they were guillotined.
- d. The guillotine is a device consisting of two poles and a blade with which a person is beheaded. It was named after Dr Guillotine who invented it. What was the guillotine? Who invented it? (See last point above)

18. **Name any two prominent persons killed by using guillotine.**

Ans.The King of France Louis XVI and the queen Marie Antoinette were guillotined.

19. **What were the measures taken by Robespierre's government in bringing equality in French society?**

Ans.

- a. Robespierre's government issued laws for placing a maximum limit 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.
- b. The use of more expensive white flour was forbidden; all citizens were required to eat the pain dégalité (equality bread), a loaf made of whole wheat.
- c. Equality was also sought to be practised through forms of speech and address. Instead of the traditional Monsieur (Sir) and Madame (Madam) all French men and women were henceforth Citoyen and Citoyenne (Citizen).
- d. Churches were shut down and their buildings converted into barracks or offices. Robespierre pursued his policies so relentlessly that even his supporters began to demand moderation. Finally, he was convicted by a court in July 1794, arrested and on the next day sent to the guillotine.
- e. One of the most revolutionary social reforms of the Jacobin regime was the abolition of slavery in the French colonies.

20. **Why was a Directory appointed to rule France? What was the result? Or Under what circumstances did Napoleon Bonaparte come to power in France?**

Ans.

- a. 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.
- b. These councils 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.
- c. 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.

21. **What were the measures taken by the revolutionary government to improve the status of women in France?**

Ans.

- a. In the early years, the revolutionary government introduced 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.
- b. 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.

22. **What setback did women's movement face in France during the Reign of Terror?**

Ans. During the Reign of Terror, the new government issued laws ordering closure of women's clubs and banning their political activities. Many prominent women were arrested and a number of them executed.

23. **How and when did the women in France get right to vote?**

Ans.

- a. The Constitution of 1791 reduced the women to passive citizens in France and the right to vote is denied. They demanded the right to vote, to be elected to the Assembly and to hold political office.
- b. 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.
- c. Women's movements for voting rights and equal wages continued two hundred years in many countries of the world. The fight for the vote was carried out through an international suffrage movement during the late nineteenth and early twentieth centuries.
- d. The example of the political activities of French women during the revolutionary years was kept alive as an inspiring memory. It was finally in 1946 that women in France won the right to vote.

24. **What role did women play during the revolutionary years in France?**

Ans.

- a. 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 pressurize the revolutionary government to introduce measures to improve their lives.



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- b. 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.
 - c. One of their main demands was that women enjoy 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. Only then, they felt, would their interests be represented in the new government.
 - d. 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. Many prominent women were arrested and a number of them executed.
 - e. The example of the political activities of French women during the revolutionary years was kept alive as an inspiring memory. It was finally in 1946 that women in France won the right to vote.

25. **Write a short note on slavery in France.**

OR

What was the position of France on slavery in the 18th and 19th centuries?

Ans.

- a. 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.
- b. The slave trade began in the seventeenth century in Europe. French merchants sailed from the ports of Bordeaux or Nantes to the African coast, where they bought slaves from local chieftains. Branded and shackled, the slaves were packed tightly into ships for the three-month long voyage across the Atlantic to the Caribbean. There they were sold to plantation owners.
- c. 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.
- d. It was finally 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.

- e. 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.
- f. One of the most revolutionary social reforms of the Jacobin regime was the abolition of slavery in the French colonies.

26. **a. What changes did the revolution of 1789 bring in the everyday life of the people in France?**

Ans.

- a. The years following the revolution of 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.
- b. One important law that came into effect soon after the storming of the Bastille in the summer of 1789 was the abolition of censorship. In the Old Regime 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 proclaimed freedom of speech and expression to be a natural right.
- c. Newspapers, pamphlets, books and printed pictures flooded the towns of France from where they traveled rapidly into the countryside. They all described and discussed the events and changes taking place in France.
- d. 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 text which only a handful of educated people could read.

b. How did the abolition of censorship change lives of people in France after the French revolution ? Explain. Ans. Same above.

c. How did the revolutionary government translate the ideals of liberty and equality to everyday practice? (Points 3 and 4 above)



27. **Which groups of French society benefited 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. Peasants and artisans of French society benefited from the revolution. Clergy, nobles and church had to relinquish power. It is obvious that those who had to forego power and privileges would have been disappointed. People from the first and the second estate must have been a disappointed lot.

28. **Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.**

Ans.

- a. The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These ideas spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished.
- b. Further these ideas spread to different colonies of the European nations. The people of the colonies interpreted and moulded these ideas according to their needs. The principles of equality, liberty and fraternity helped to intensify the freedom movements in these countries.
- c. By the mid of 20th century a major part of the world adopted democracy as the preferred mode of rule and the French Revolution can be termed as the starting point for this development.

29. **Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.**

Ans. The following fundamental rights, given in the Indian constitution can be traced to the French Revolution:

- a. The right to equality
- b. The right to freedom of speech and expression
- c. The right to freedom from exploitation
- d. The right to constitutional remedies

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

Ans. The major contradiction in the message of universal rights as per the French Constitution of 1791 was the total ignorance of women. All rights were given to men. Apart from that the presence of huge number of people as passive citizens, without



voting rights, was like not putting into practice what you preach. In other words it can be said that although the declaration of universal rights was a good starting point but it took decades to fulfill its real goal.

31. **Explain the role of Napoleon as an emperor of France. What are his contributions?**

Ans.

- a. In 1804, Napoleon Bonaparte 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.
- b. Napoleon saw his role as a moderniser of Europe. He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.
- c. Initially, many saw Napoleon as a liberator who would bring freedom for the people. But soon the Napoleonic armies came to be viewed everywhere as an invading force. He was finally defeated at Waterloo in 1815.
- d. Many of his measures that carried the revolutionary ideas of liberty and modern laws to other parts of Europe had an impact on people long after Napoleon had left.

