


II. NCERT TEXTBOOK QUESTIONS

(Page 24)

Q. 1. Describe the circumstances leading to the outbreak of revolutionary protest in France. (CBSE 2011)

Ans. The outbreak of revolutionary protest in France was a culmination of social, political, intellectual and economic factors.

- Draw* 
- (i) Louis XVI the king of France was autocratic, led a life of luxury, was inefficient and weak willed.
 - (ii) The social order of France was marked by gross inequalities. The clergy and nobility which formed the first two Estates were the privileged classes. They were exempt from payment of state taxes. The Third Estate formed the majority of the population. It was the unprivileged class, bore the burden of taxes with no political rights and social status. Hence, they were a profoundly discontented lot.
 - (iii) To add to the problem was the financial crisis that forced the situation. The treasury of the king was empty on account of long wars, involvement in the American War of Independence, luxurious living of the king and faulty system of taxation. The privileged estates who could pay would not pay. The already burdened Third Estate could not pay.
 - (iv) 18th century France witnessed a revolution in the realm of ideas. The philosophers refuted the theory of 'divine right' of kings and absolute monarchy and proclaimed the doctrine of equality of man and sovereignty of the people. They played a vital role in exposing the evils of the old regime and focusing the discontent.
 - (v) In France the people had no share in decision making. The French Parliament known as the Estates General had not been convened for 175 years. Administration was corrupt, inefficient and disorganised.

imp **Q. 2.** 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. Gained: The groups which gained from the revolution were people of the third estate. These included, the new middle class including big businessmen, merchants, court officials and other professionals like lawyers. Formerly they had to pay all the taxes and were humiliated both by the clergy and nobles. After the revolution they began to be treated

equal with upper sections of the society. Certain sections of the third estate were also given political rights.

Relinquish Power: The classes, which formed the privileged sections of society like the nobility, clergy and aristocracy were forced to relinquish their special privileges. Now the French society was organised on the basis of social equality. The revolution also led to nationalisation of church property.

Disappointed

- (a) The less privileged classes in terms of money, land and education *i.e.*, small peasants, landless labourers, sharecroppers, servants, artisans, daily wage earners and women remained discontented.
- (b) The erstwhile privileged classes *i.e.*, the clergy and the nobility were disappointed because all their privileges were taken away from them.

Q. 3. Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries. (CBSE 2011)

- Ans.** (i) The French Revolutionary ideas of Liberty, Equality and Fraternity became inspiring ideals that motivated political movements in the world in the 19th and 20th centuries. The social and political changes that took place all over Europe can be traced to the French Revolution.
- (ii) The idea of Liberty expressed in the Declaration of the Rights of Man and Citizen laid the foundation of a new social order. Liberty, political and personal became a universal creed.
- (iii) Personal liberty led to the abolition of serfdom and freed the peasantry from the tyranny of the landed aristocracy and the church. It brought in the age of capitalism.
- (iv) Political liberty of democratic rights found expression in abolition of privileges and despotism of monarchs.
- (v) The idea of the Equality led to the end of society based on privileges. It led to increasing recognition of the interests of the masses. All individuals had rights, became the new language of politics.
- (vi) Another great legacy of the French Revolution was the idea of nationalism — sovereignty of the people. The greatest effect was starting of mass movements all over the world. This was the potent force in reshaping the boundaries of Europe and South America.
- (vii) The Revolution acted as a guiding force for the peoples of colonies like India.

Even to this day the forces let loose by the French Revolution are powerful and are working the destinies of the nations of the world.

Try Yourself

- Describe any five impacts of the French Revolution on the world. (CBSE 2011)

Q. 4. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.

Ans. Some of the democratic rights which we enjoy today, whose origins could be traced to the French Revolution are an integral part of the—Preamble, Fundamental Rights and Directive Principles of the Indian Constitution.

- Right to equality including equality before law, prohibition of discrimination and equality of opportunity in matters of employment.
- Right to freedom of speech and expression including right to practice any profession or occupation.
- Right against exploitation.
- Right to life.
- Right to vote.
- Promotion of the idea of fraternity by maintaining friendly relations with foreign countries in the spirit of brotherhood.

Q. 5. Would you agree with the view that the message of universal rights was beset with contradictions? **Explain.**

Ans. Yes, the message of universal rights was beset with contradictions.

The revolution came about with the support of the common man—the city poor and the peasant. The right to vote and elect representatives did not solve their problem. Real equality could come only with economic equality.

The contradiction was also evident as regards women. Women did not enjoy the same political rights—right to vote and hold political offices like men—nor were their wages equal to men.

The French wars which began in the name of liberty and equality ended in French becoming conquerors instead of liberators in direct contradiction of the terms as the French held on to, and undertook expansion of colonies.

Slave trade, one of the most inhuman practices, exploitation of slaves to serve vested interests, was yet another glaring contradiction.

Q. 6. How would you explain the rise of Napoleon?

Ans. (i) French Revolution: The causes for the rise of Napoleon lay in the French Revolution itself. As happens in revolutions there was political and economic instability in France and a struggle for power.

(ii) New Constitution Directory: After the fall of the Jacobin government a new constitution was introduced. It provided for two legislative councils and a Directory (an executive made up of five members). The Directory often clashed with the legislative councils who then sought to dismiss them. This clash was responsible for political instability. Napoleon took advantage of the situation and became a dictator with the help of the army. He proclaimed himself Emperor of France in 1804.

(iii) Victories of Napoleon: Napoleon was a brilliant General and used his armies to conquer and dominate all the neighbouring countries except Britain and Russia. Glorious victories of Napoleon in wars made the French realise, only a soldiers' sword could restore discipline and respect for authority and a stable government.

(iv) The French Revolution was motivated more by social wrongs and economic injustices than by political grievances. The French realized since Napoleon

was a product of the revolution, his power was a guarantee that aristocratic privileges would not be restored and people would remain in possession of the lands.

These factors paved the way for the rise of Napoleon.

Try Yourself

- Explain the rise of Napoleon Bonaparte.

(CBSE 2011)

III. VERY SHORT ANSWER TYPE QUESTIONS

Q. 1. What do you understand by the word 'Revolution'?

Ans. The term 'Revolution' means a recognisable momentous change in any situation.

Q. 2. Describe the incident which sparked the Revolution.

Ans. The attack by the Third Estate on the Bastille State Prison (14th July 1789) and setting free the prisoners sparked the 'Revolution'.

Q. 3. What activity of the French monarchy hastened the Revolution?

Ans. Extravagant lifestyle of the monarchy brought France to the verge of bankruptcy and hastened the Revolution.

Q. 4. What did the French Revolution of 1789 stand for?

Ans. The French Revolution of 1789 stood for the ideas of Liberty, Equality and Fraternity.

Q. 5. Explain the terms Liberty, Equality and Fraternity.

Ans. The term liberty means freedom, equality stands for being equal and fraternity stands for brotherhood.

Q. 6. What was the immediate cause of rioting in Paris?

Ans. The high price of bread was the immediate cause of rioting in Paris.

Q. 7. What was the main idea of Rousseau's famous work 'Social Contract'?

Ans. Rousseau's famous work the 'Social Contract' believed that governments should be based on the consent of the governed.

Q. 8. Give any one significant role of the French philosophers in the outbreak of the Revolution.

Ans. The most significant role of the philosophers was that they exposed the inefficiency of the monarch, provided revolutionary ideas and inspired the people to fight for their rights.

Q. 9. What debt did France incur due to her involvement in the American War of Independence?

Ans. The war added more than a billion livres to the French debt.

Q. 10. List the three Estates into which French society was divided.

Or

Name the three main social classes of 18th century France.

Ans. The Clergy, Nobility and the Third Estate or commoners, were the three Estates into which French society was divided.

Q. 11. List any three taxes levied on the Third Estate.

Ans. (i) Taille, (ii) Tithe, (iii) Indirect taxes like salt tax and road tax were some of the taxes levied on the Third Estate.

Q. 12. What work did women of the Third Estate do?

Ans. Women worked as seamstresses or laundresses, sold fruits, vegetables and flowers at the market or served as domestics.

Q. 13. Why was the Third Estate considered the unprivileged class?

Ans. The Third Estate was considered the unprivileged class because they had no political rights and social status. They bore the burden of the state taxes.

Q. 14. List the names of at least three philosophers who inspired the Revolution.

Ans. John Locke, Jean Jacques Rousseau and Montesquieu, were philosophers who inspired the Revolution.

Q. 15. Give the titles of books written by John Locke, Jean Jacques Rousseau and Montesquieu.

Ans. John Locke wrote the book 'Two Treatises of Government'

– Jean Jacques Rousseau, 'The Social Contract'

– Montesquieu, 'The Spirit of the Laws'.

Q. 16. What inspired the philosophers?

Ans. The American constitution and its guarantee of individual rights inspired the philosophers.

Q. 17. Which assembly in France alone had the authority to vote on new taxes?

Ans. The General Assembly alone had the authority to vote on new taxes in France.

Q. 18. When and where did Louis XVI convene the assembly of the Estates General?

Ans. In Versailles, on May 5, 1789, Louis XVI convened the assembly of the Estates General.

Q. 19. The assembly of the Estates General denied entry to which sections of French Society?

Ans. Peasants, artisans and women were denied entry to the assembly of the Estates General.

Q. 20. On what principle was voting conducted in the Estates General?

Ans. Each Estate having one vote, was the principle on which voting was conducted in the Estates General.

Q. 21. What was the main aim of the National Assembly?

Ans. The main aim of the National Assembly was to limit the powers of the monarch and assign separate institutions authority—legislature, executive and judicial.

Q. 22. What is a guillotine? Who invented it?

Ans. (i) A guillotine is a device consisting of two poles and a blade with which a person is beheaded.

(ii) Dr. Guillotin invented it.

Q. 23. List the name of the body formed by the representatives of the Third Estate.

Ans. National Assembly was the body formed by the representatives of the Third Estate.

Q. 24. When and where was the formation for the National Assembly announced?

Ans. The National Assembly was announced on June 20, 1789, in the hall of an Indoor Tennis Court, in Versailles.

Q. 25. Name two important leaders of the National Assembly.

Ans. Mirabeau and Abbe Sieyes were two important leaders of the National Assembly.

Q. 26. What forced Louis XVI to accord recognition to the National Assembly?

Ans. Power of the revolting subjects forced Louis XVI to accord recognition to the National Assembly.

Q. 27. What was the important decree the Assembly legislated?

Ans. The Assembly passed a decree abolishing feudal system of obligations and taxes.

Q. 28. What was the main objective of the draft constitution of 1791?

Ans. The main objective of the draft constitution of 1791 was to limit the powers of the monarch.

Q. 29. What provision was made by the Constitution of 1791 for the election of the National Assembly?

Ans. The Constitution of 1791 provided for indirect elections of the National Assembly.

Q. 30. Explain the term 'active citizens'.

Ans. Citizens who had the right to vote were called active citizens.

Q. 31. What were the pre-requisites for the status of an active citizen?

Ans. The pre-requisites were, 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.

Q. 32. What is meant by the term 'natural and inalienable rights'?

Ans. The term natural and inalienable rights means, rights that belong to each human being by birth which could not be taken away.

Q. 33. List four rights mentioned in the Declaration of the Rights of Man and Citizen.

Ans. Rights mentioned in the Declaration of the Rights of Man and Citizen:

- (i) Right to life
- (ii) Freedom of speech
- (iii) Freedom of opinion
- (iv) Equality before law.

Q. 34. How did the Jacobins try to set themselves apart in their attire from the more fashionable sections of French society?

Ans. To set themselves apart from the fashionable sections of French society the Jacobins started wearing long striped trousers similar to those worn by dock workers, and a red cap.

Q. 35. Explain the term republic.

Ans. Republic is a form of government where people elect the government including the head of the government.

Q. 36. On what charges was Louis XVI and Marie Antoinette beheaded?

Ans. Both Louis XVI and later Marie Antoinette were beheaded on charges of treason.

Q. 37. How were the guilty punished during the Reign of Terror?

Ans. The guilty were guillotined during the Reign of Terror.

Q. 38. List two significant laws enacted by Robespierre.

Ans. Robespierre enacted laws placing a maximum ceiling on wages and prices; and rationing of meat and bread.

Q. 39. What was the most revolutionary social reform of the Jacobin regime?

Ans. Abolition of slavery in 1794 was the most revolutionary social reform of the Jacobin regime.

Q. 40. What is meant by the term 'Directory'?

Ans. The term 'Directory' refers to the executive board made up of five members.

Q. 41. What was the significance of the Rule of the Directory?

Ans. The Rule of the Directory was significant because its political instability paved the way for the rise of the military dictator Napoleon Bonaparte.

Q. 42. What means did women use to voice their interests?

Ans. To voice their interests women started their own political clubs and newspapers.

Q. 43. Give the name of any one women's club.

Ans. The 'Society of Revolutionary and Republican Women' was the most famous women's club.

Q. 44. What was the primary demand of the women clubs?

Ans. The main demand of the women clubs was that women enjoy the same political rights as men.

Q. 45. How could women's interests be represented?

Ans. Women felt their interests could be represented only if they had the right to vote and hold political offices.

Q. 46. List four commodities supplied by the French Colonies in the Caribbean.

Ans. The French colonies in the Caribbean were important suppliers of tobacco, indigo, sugar and coffee.

Q. 47. Define the term triangular trade.

Ans. The term triangular trade refers to the slave trade between Europe, Africa and the Americas.

Q. 48. Name two French ports which owed their prosperity to the slave trade.

Ans. The two ports which prospered on account of the slave trade were Bordeaux and Nantes.

Q. 49. What led to the triangular slave trade?

Ans. The shortage of labour in the French Caribbean colonies led to the triangular slave trade.

Q. 50. List the names of two Indians who responded to the ideas of Revolutionary France.

Ans. Tipu Sultan and Raja Rammohan Roy responded to the ideas of Revolutionary France.

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

THE FRENCH REVOLUTION

A-15

Ans. 18.

Women's struggle for equal political rights during the revolutionary years inspired French women during the late 19th and early 20th centuries. Finally in 1946, French women won the right to vote.

imp(v) **Olympe de Gouges:**

- (a) She was one of the most important of the politically active women in revolutionary France.
- (b) She protested against Declaration of Rights of Men and Citizen for excluding women from basic rights.
- (c) In 1791 she wrote a Declaration of the Rights of Women and Citizen which she addressed to the Queen.
- (d) She criticised the Jacobin government for forcibly closing down women's clubs. She was charged by the National convention with treason and soon after executed.

Or

For part (a) please refer above points (i) to (iv).

For part (b) Women gained political equality in France with the right to vote in 1946.

Q. 19. What did French women gain from the Revolution?

Or

What were the steps taken by the revolutionary government to improve the lives of women in France? (CBSE 2011)

Ans. Though women got voting rights only in 1946, women were active participants in the revolutionary activities. In the early years, laws were passed to improve their lives.

- (i) They gained access to education with the introduction of state schools and system of compulsory education for girls.
- (ii) Women could no longer be forced into marriages by their fathers. They could marry at will.
- (iii) Marriage was now a contract which could be registered under civil law.
- (iv) Divorce was made legal for both men and women.
- (v) Women could train for jobs, become artists and run small businesses.