

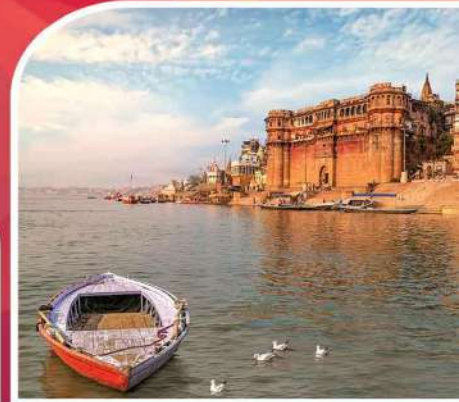
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CLASS IX

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PREFACE

In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.

Target Notes for ‘**CBSE Perfect Prep Social Science Class IX**’ is a complete, thorough, critically analysed and extensively drafted book to facilitate the student’s preparation for CBSE Class IX Examination. This comprehensive book has been meticulously crafted to guide you through the fascinating realms of **History, Geography, Political Science and Economics**. In accordance with the CBSE curriculum, these notes aim to facilitate your learning process by presenting complex concepts in a simplified manner.

The **subtopic-wise** classified format for each chapter of this book helps the students to comprehend concepts easily. The chapter begins with brief theory followed by questions divided into **NCERT Exercises** and **Additional Questions**. NCERT Exercises contain Textbook Questions, In-text Questions and Activities as given in the NCERT textbook. Additional Questions are practice questions divided into Objective and Subjective Questions- **Objective Questions** (MCQs, Match the Following, Picture-based Questions & Assertion-Reason etc.) and **Subjective Questions** (Very Short Answer Questions, Short Answer Questions, Long Answer Questions & Case / Source based Questions). **Map Skill based Questions** are provided for Geography and History for thorough practice.

Memory Maps are provided for every chapter for quick revision.

Chapter Assessment is designed as per the latest pattern of the examination. It stands as a testimony to the fact that the child has understood the chapter thoroughly.

The **Course Structure, List of Map Items** and solutions to **Chapter Assessments** are provided via Q.R. codes.

While ensuring the complete coverage of the syllabus in an effortless and easy to grasp format, emphasis is also given on active learning. To achieve this, we have infused several titles such as **Gyan Guru, Reading Between the Lines, Smart Code and Bubble Speeches**.

The flow chart on the adjacent page will walk you through the key features of the book and elucidate how they have been carefully designed to maximize student learning.

A book affects eternity; one can never tell where its influence stops.

The journey to create a complete book is strewn with triumphs, failures and near misses. If you think we’ve nearly missed something or want to applaud us for our triumphs, we’d love to hear from you.

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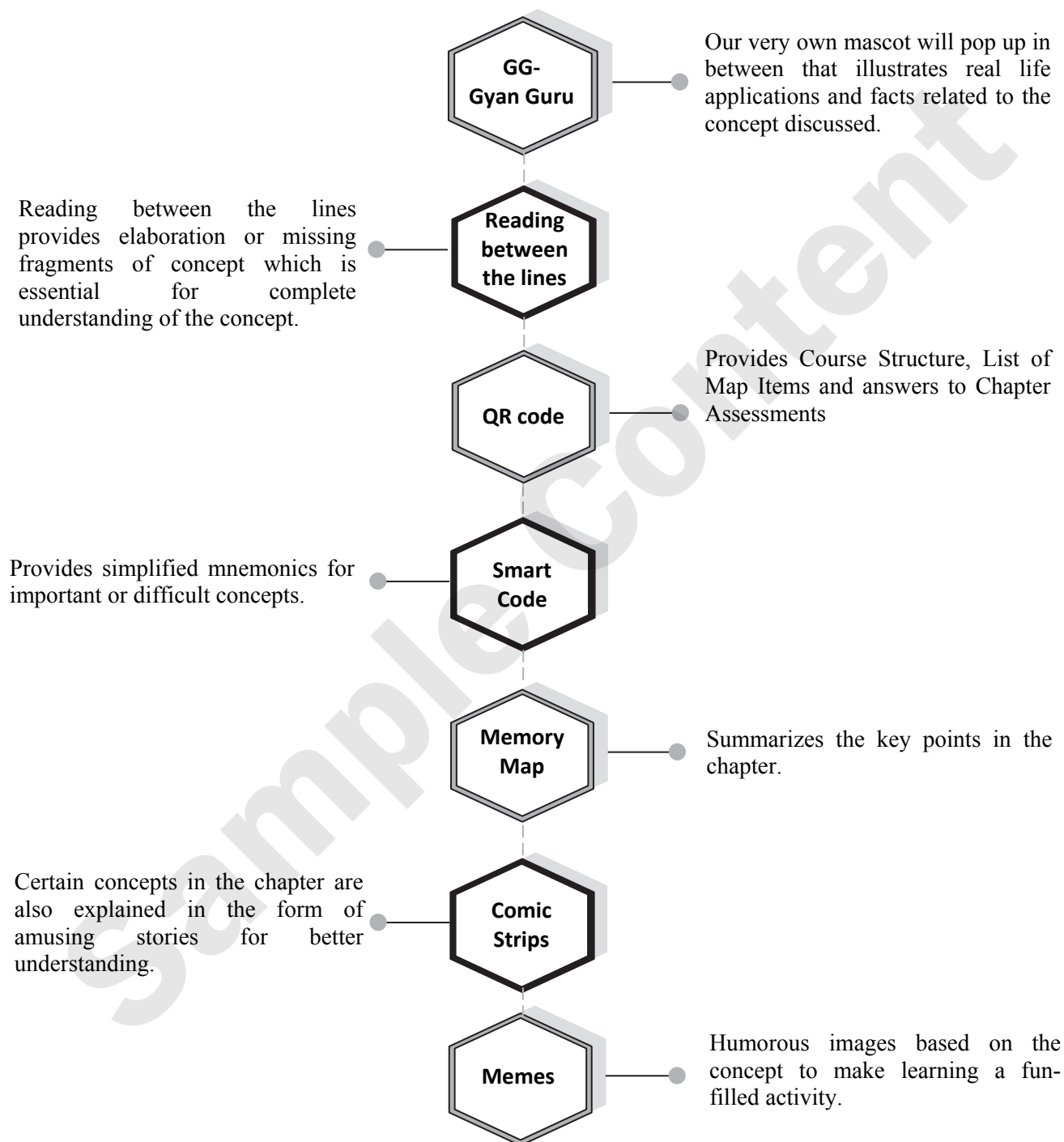


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Sample Content



HISTORY



01 The French Revolution

Content and Concepts

- French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- France Abolishes Monarchy and Becomes a Republic
- Did Women have a Revolution?
- The Abolition of Slavery
- The Revolution and Everyday Life



Overview

This chapter delves into late-eighteenth-century French society and the tumultuous period of the French Revolution. It highlights King Louis XVI's financial troubles, the three social estates, and pivotal events like the storming of the Bastille and the Reign of Terror. The narrative also touches upon women's involvement in the Revolution, the abolition of slavery, and the impact of these transformative changes on everyday life in France. Finally, it explores Napoleon's rise to power and the lasting influence of the Revolution on Europe and global movements for liberty.

1. French Society During the Late Eighteenth Century

King Louis XVI and the French government

- In 1774, Louis XVI of the Bourbon family of kings ascended the throne of France.
- King Louis XVI was married to **Marie Antoinette**.



- Upon his ascension, the king faced an empty treasury due to the following reasons-
 - i. Long years of war had drained the financial resources of France.
 - ii. The cost to maintain the extravagant palace of Versailles was immense.
 - iii. France helped the thirteen American 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 began charging 10 percent interest on loans given to the French government.
- The government increased taxes to meet its regular expenses, such as the cost of maintaining an army, the court, running government offices and universities.

The three estates of French society

French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The term **Old Regime** is usually used to describe the society and institutions of France before 1789.

1st Estate- Clergy

- Clergy comprises the people who perform religious ceremonies in the Church.
- They enjoyed certain privileges by birth such as exemption from paying taxes.
- The Church extracted its share of taxes called **tithes** from the peasants which comprised one-tenth of the agricultural produce.

2nd Estate- Nobility

- Nobility comprised the rich, aristocrat members of the French society.
- They enjoyed certain privileges by birth such as exemption from paying taxes.
- The nobles further enjoyed **feudal** privileges. These included **feudal dues**, which they extracted from the peasants.

3rd Estate-

- The 3rd estate comprised the rest of the population such as the businessmen, traders, officials, merchants, lawyers, peasants, artisans and landless labour servants.
- Peasants made up about 90 per cent of the population. However, only a small number of them owned the land they cultivated.
- 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.
- All members of the third estate had to pay taxes to the state. These included a direct tax, called **taille**, and a number of indirect taxes which were levied on articles of everyday consumption like salt or tobacco.
- Only members of the third estate paid taxes.



THE THREE ESTATES OF FRENCH SOCIETY



1.1 The Struggle to Survive

The population of France increased rapidly in 1715-1789. Production of grains could not keep pace with the demand. The price of bread which was the staple diet rose rapidly. The wages of labourers in workshops did not rise proportionately. This increased the wealth gap between the rich and the poor as the poor became poorer. Things became worse whenever drought or hail reduced the harvest. This was known as **subsistence crisis**.

[Please note- 1.2 is a diagram that explains subsistence crisis in the textbook which is covered in 'in-text questions'.]

1.2 A Growing Middle Class Envisages an End to Privileges

The eighteenth century witnessed the emergence of a new social group called the **middle class**. The middle class earned their wealth through overseas trade and from the manufacture of woollen and silk textiles.

The third estate also included professions such as lawyers or administrative officials. They 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.

These ideas envisaging 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.

- i. In his *Two Treatises of Government*, **John Locke** sought to refute the doctrine of the divine and absolute right of the monarch.
- ii. **Rousseau** carried the idea forward, proposing a form of government based on a social contract between people and their representatives.



- iii. 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.

These ideas were discussed intensively in salons and coffee-houses and spread among people through books and newspapers. The news that Louis XVI planned to impose further generated anger and protest against the system of privileges.

2. The Outbreak of the Revolution

On **May 5, 1789**, Louis XVI convened the Estates General to propose new taxes. In Versailles, 600 third estate members stood at the back, while the first and second estates had 300 representatives each, seated facing each other. The educated third estate members represented their grievances, excluding peasants, artisans, and women. These concerns were conveyed through around 40,000 letters brought by the representatives.

Past Estates General voting gave each estate one vote. Now, the third estate requested equal voting for all members, aligning with democratic principles from philosophers like Rousseau in his book '*The Social Contract*'. When the king rejected this, the third estate members left in protest.

National Assembly

The third estate representatives thought of themselves as speaking for all of France. On June 20, they gathered in a tennis court at Versailles and called themselves the National Assembly. They promised to stay until they made a constitution to limit the king's power. Leading them were Mirabeau and Abbé Sieyès. Mirabeau, from a noble family, talked strongly against feudal privilege. Abbé Sieyès, who used to be a priest, wrote a famous booklet called "*What is the Third Estate?*"

Revolt at Bastille

While the National Assembly was busy at Versailles drafting a constitution, the rest of France seethed with turmoil. A severe winter had meant a bad harvest; the price of bread rose, often bakers exploited the situation and hoarded supplies. At the same time, the king ordered troops to move into Paris. On 14 July, the agitated crowd stormed and destroyed the Bastille.

In the countryside rumours spread from village to village that the lords of the manor had hired bands of brigands 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 grain and burnt down documents containing records of manorial dues. A large number of nobles fled from their homes, many of them migrating to neighbouring countries.

Abolishment of the Feudal System

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:

- 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.
- As a result, the government acquired assets worth at least 2 billion livres.

2.1 France Becomes a Constitutional Monarchy

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.



The laws made by the National Assembly

The Constitution of 1791 vested the power to make laws in the National Assembly-

- The National Assembly was to be **indirectly elected**. The citizens voted for a group of electors who then chose the members of the Assembly.
- All the citizens did not have the right to vote-
- i. **Active citizens**- 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. Only the active citizens had the right to vote.
- ii. **Passive citizens**-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.
- 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.
- It was the duty of the state to protect each citizen's natural rights.

3. France Abolishes Monarchy and Becomes a Republic

Tensions continued in France as King Louis XVI secretly negotiated with Prussia's king. Worried neighboring rulers planned to send troops to stop the unrest that had been going on since 1789. But in **April 1792**, France's National Assembly declared war on Prussia and Austria. Many volunteers from different regions joined the army, viewing it as a people's war against monarchs and aristocrats across Europe.

They sang patriotic songs like the *Marseillaise*, composed by **Roget de L'Isle**, which became France's national anthem.

Jacobin Club

Large 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. 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.

The features of the Jacobins club:

- i. It got its name from the former convent of St Jacob in Paris
- ii. The members of the Jacobin club belonged mainly to the less prosperous sections of society such as small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers.
- iii. Their leader was **Maximilian Robespierre**.
- iv. A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers to set themselves apart from the nobles who wore knee breeches.
- v. These Jacobins came to be known as the sans-culottes, literally meaning 'those without knee breeches'.
- vi. Sans-culottes men wore in addition the red cap that symbolised liberty.
- vii. Women however were not allowed to do so.

France becomes a Republic

In the summer of 1792, the Jacobins organized a rebellion in Paris due to food shortages and high prices. On August 10, they attacked the **Tuileries Palace**, killed the king's guards, and held the king hostage briefly. The Assembly decided to imprison the royal family, and elections were held. All men over 21, regardless of wealth, gained the right to vote. The newly elected assembly was named the **Convention**, and on **September 21, 1792**, it abolished the monarchy and proclaimed France a republic.

Louis XVI was sentenced to death by a court on the charge of **treason**. On **21 January 1793** he was executed publicly at the **Place de la Concorde**. The queen **Marie Antoinette** met with the same fate shortly after.



3.1 The Reign of Terror

The period from 1793 to 1794 is referred to as the Reign of Terror. Robespierre followed a policy of severe control and punishment-

- 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. If the court found them ‘guilty’ they were guillotined.
- Robespierre’s government issued laws placing 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 more expensive white flour was forbidden; all citizens were required to eat the *pain d’égalité* (equality bread), a loaf made of wholewheat.
- 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).
- 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.

3.2 A Directory Rules France

After the Jacobin government fell, the wealthier middle classes took control. They introduced a new constitution that excluded non-propertied people from voting. It established two elected legislative councils, which in turn appointed a Directory consisting of five members. This was done to prevent too much power from being concentrated in one leader, as it was during the Jacobin rule. However, the Directors often clashed with the legislative councils, leading to political instability.

This instability paved the way for the rise of military dictator **Napoleon Bonaparte**. Throughout all these government changes, the ideals of freedom, equality before the law, and fraternity continued to inspire political movements in France and across Europe in the following century.



4. Did Women have a Revolution?

Condition of women in the French Society

Women were active in the French Revolution, hoping to influence the government for better living conditions.

- 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.
- Only daughters of nobles or wealthier members of the third estate could study at a convent, after which their families arranged a marriage for them.
- Working women had also to care for their families, that is, cook, fetch water, queue up for bread and look after the children.
- Their wages were lower than those of men.

In order to discuss and voice their interests women started their own political clubs and newspapers. **The Society of Revolutionary and Republican Women** was the most famous of them. 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.

Laws introduced by the Government

- 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. Many prominent women were arrested and a number of them executed.

The fight for the vote was carried out through an international **suffrage movement** during the late nineteenth and early twentieth centuries. 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.

5. The Abolition of Slavery

The **Jacobin regime** in France made a significant change by abolishing slavery in its Caribbean colonies, which were vital sources of products like sugar, coffee, and indigo. To meet the demand, they relied on a brutal triangular slave trade between Europe, Africa, and the Americas.

French merchants bought slaves in Africa, transported them across the Atlantic, and sold them to plantation owners in the Caribbean. This trade brought economic prosperity to cities like Bordeaux and Nantes in France.

In the 18th century, France showed little opposition to slavery. The National Assembly debated extending rights to all French subjects, including those in the colonies, but avoided passing laws due to opposition from slave trade-dependent businessmen. The **Convention** finally enacted slave emancipation in 1794, but it was short-lived as Napoleon reintroduced slavery a decade later. Slavery in French colonies wasn't permanently abolished until **1848**.



6. The Revolution and Everyday Life

Shortly after the Bastille's storming in 1789, a crucial law emerged - the end of **ensorship**. In the Old Regime, all cultural materials, like books and newspapers, required the king's censors' approval. The Declaration of the Rights of Man and Citizen established freedom of speech and expression as a natural right.

This led to an influx of publications in towns and the countryside, discussing France's ongoing changes. Freedom of the press allowed diverse perspectives, using print to persuade others. Plays, songs, and processions engaged people, making concepts like liberty and justice more relatable, which were initially found in texts only accessible to a select few educated individuals.

Conclusion

In **1804**, **Napoleon Bonaparte** declared himself Emperor of France and embarked on a campaign to conquer neighboring European nations, replacing dynasties with his family members. He aimed to modernize Europe, introducing laws like private property protection and a uniform decimal system of weights and measures.

Initially seen as a liberator, Napoleon's armies later became viewed as invaders. His ultimate defeat at **Waterloo in 1815** marked the end of his rule, but many of his revolutionary measures, promoting liberty and modern laws, continued to influence Europe long after his departure.

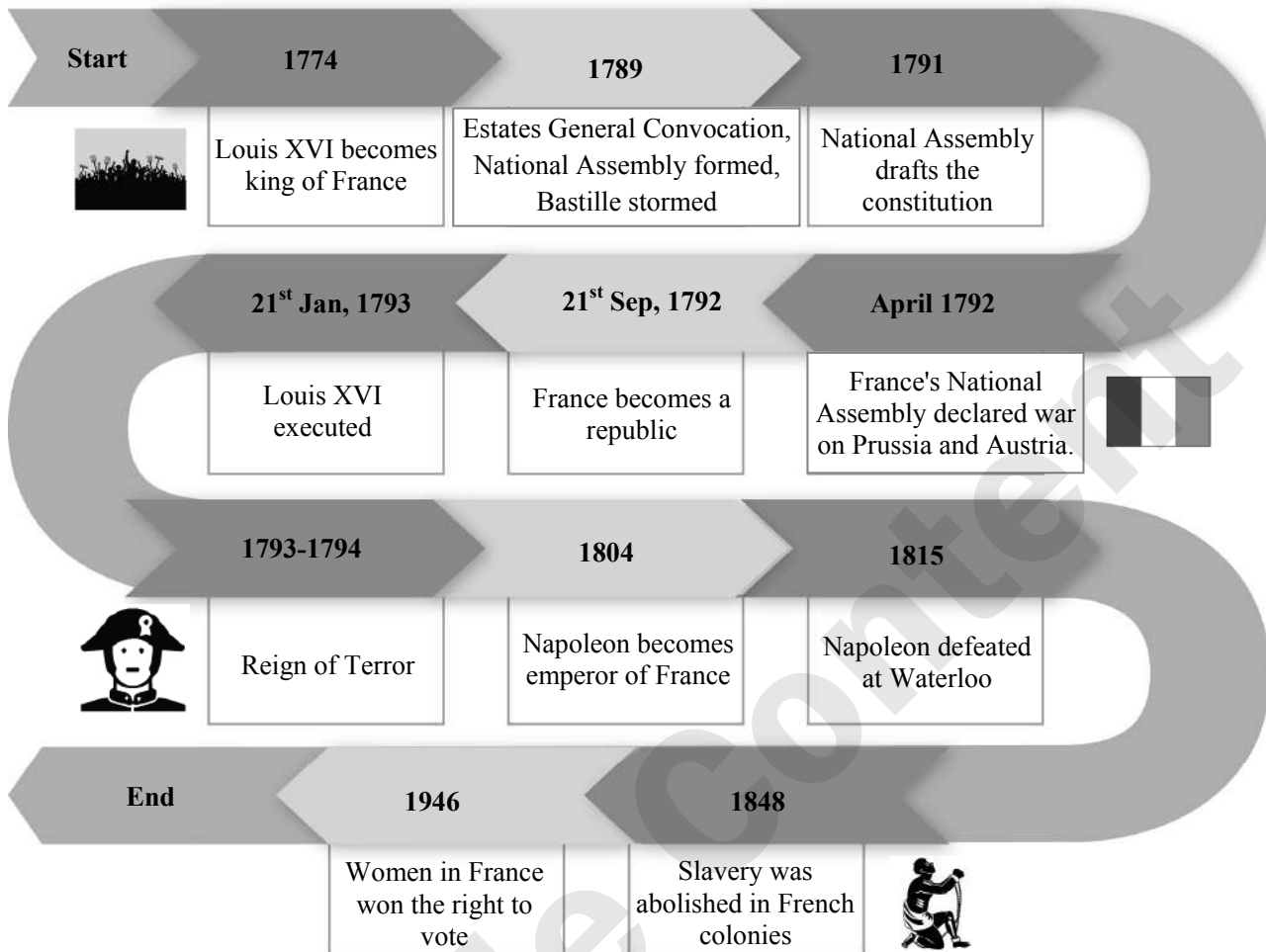
The French Revolution's most significant legacy was the spread of **liberty and democratic rights** across Europe in the 19th century, leading to the abolition of feudal systems. Colonized nations also embraced the concept of freedom from oppression in their quests for sovereignty. Figures like Tipu Sultan and Rammohan Roy were influenced by the revolutionary ideas from France.

Glossary

Guillotine	The guillotine is a device consisting of two poles and a blade with which a person is beheaded. It was named after Dr Guillotin who invented it.
Republic	It is a form of government where the people elect the government including the head of the government. There is no hereditary monarchy.
Livre	Unit of currency in France discontinued in 1794.
Clergy	Group of persons invested with special functions in the church.
Tithe	A tax levied by the church, comprising one tenth of the agricultural produce.
Taille	Tax to be paid directly to the state.
Subsistence crisis	An extreme situation where the basic means of livelihood are endangered.
Anonymous	One whose name remains unknown.
Chateau (pl. chateaux)	Castle or stately residence belonging to a king or a nobleman.
Manor	An estate consisting of the lord's lands and his mansion.
Convent	Building belonging to a community devoted to a religious life.
Treason	Betrayal of one's country or government.
Negroes	A term used for the indigenous people of Africa south of the Sahara. It is a derogatory term not in common use any longer.
Emancipation	The act of freeing.



Timeline of Important Events



NCERT Exercises

TEXTUAL QUESTIONS

1. Describe the circumstances leading to the outbreak of revolutionary protest in France.

Ans: There were various circumstances that led to the outbreak of revolutionary protest in France:

Smart Code: LESPI

- King Louis XVI and the French government:** When King Louis XVI ascended the French throne, he was faced with an empty treasury. The maintenance of the palace of Versailles, the royal' extravagant style of living and the American War of Independence forced the French government to increase the taxes.
- The three Estates:** French society was divided into three estates. Only the third estate members which comprised the peasants, artisans, merchants, lawyers, landless labourers were forced to pay taxes such as taille and feudal dues which caused resentment.

- Subsistence Crisis:** From 1715 to 1789, France's population grew fast, but they couldn't produce enough grain. This made bread more expensive, and poor people got even poorer because their wages didn't increase as much. When there were droughts or hailstorms, things got even worse.
- Philosophical ideas:** In the 18th century, the middle class, including traders and professionals, promoted merit-based social status influenced by thinkers like Locke, Rousseau, and Montesquieu. Their ideas spread through discussions, books, and newspapers, leading to protests against further privileges imposed by Louis XVI.
- Immediate cause:** King Louis XVI called for a meeting of the Estates General to propose new taxes. The third estate requested one vote per person rather than one vote per estate. This was not accepted by the King and led to nationwide protest becoming the immediate cause of the French Revolution and the destruction of the Bastille.



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:

- i. All the members of the third estate benefitted from the French Revolution. The third estate comprised the rest of the population such as the businessmen, traders, officials, merchants, lawyers, peasants, artisans and landless labour servants.
- ii. The members of the first and second estates were forced to relinquish power. These estates included members like the clergy, aristocrats and nobility.
- iii. The privileged classes such as the members of the first and second estates were disappointed with the outcome of the revolution.

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

Ans:

- i. The ideas of **liberty, equality and fraternity** as envisaged in the Declaration of the Rights of Man and Citizen had an ever-lasting impact on the world. Liberty means freedom. The French Revolution abolished monarchy and paved the way to liberty. Equal rights were enforced for every citizen so that they could live with dignity. Fraternity or the spirit of brotherhood helped in uniting the nation and spreading nationalist ideas.
- ii. The suffrage movement giving women the right to vote was inspired by the women's struggle in France for equality.
- iii. The French Revolution's most significant legacy was the spread of **liberty and democratic rights** across Europe in the 19th century, leading to the abolition of feudal systems.
- iv. Colonized nations also embraced the concept of freedom from oppression in their quests for sovereignty. Figures like Tipu Sultan and Rammohan Roy were influenced by the revolutionary ideas from France.

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

Ans: The Indian Constitution draws inspiration from the French Revolution, incorporating several democratic rights that we enjoy today:

- i. **Right to Equality:** This right, originating from the French Revolution, is enshrined in the Indian Constitution as equality before the law, the prohibition of discrimination, and equal opportunities in employment.

- ii. **Right to Liberty or Freedom:** The French Revolution also influenced this right, as reflected in the Indian Constitution's Preamble, which includes freedom of thought, expression, belief, faith, and worship.

- iii. **Promoting the Spirit of Fraternity:** The French Revolution fostered the growth of fraternity and social welfare. In the Indian Constitution, the concept of fraternity aims to eliminate untouchability and local or provincial anti-social sentiments.

- iv. **Inspiring the Spirit of Democracy:** The French Revolution's democratic spirit laid the foundation for several rights, including the right against exploitation, the right to life, and the right to vote, which we currently enjoy.

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 such as the following-

- i. The 5th point of the Declarations of the Rights of Man and Citizen states 'The law has the right to forbid only actions that are injurious to society.' It does not specify about actions that can be injurious to individual people.

- ii. All the citizens were not given the right to vote. The society was divided into active and passive citizens-

Active citizens: 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. Only the active citizens had the right to vote.

Passive citizens: 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.

This meant that women and men below a certain economic status were still not allowed to vote which goes against the principle of equality.

- iii. Slavery continued in the colonies of France until 1848 which goes against the principle of liberty and fraternity.

6. How would you explain the rise of Napoleon?

Ans:

- i. **A vacuum of power-** The French Revolution created a vacuum of power which made it easier for Napoleon to rise as a military dictator.

- ii. **Political instability-** The Directory would always clash with the Legislative Council, leading to political instability. This instability paved the way for the rise of military dictator Napoleon Bonaparte.



- iii. In **1804**, **Napoleon Bonaparte** declared himself Emperor of France and embarked on a campaign to conquer neighboring European nations, replacing dynasties with his family members. He aimed to modernize Europe, introducing laws like private property protection and a uniform decimal system of weights and measures.
- iv. Initially seen as a liberator, Napoleon's armies later became viewed as invaders. His ultimate defeat at **Waterloo in 1815** marked the end of his rule, but many of his revolutionary measures, promoting liberty and modern laws, continued to influence Europe long after his departure.

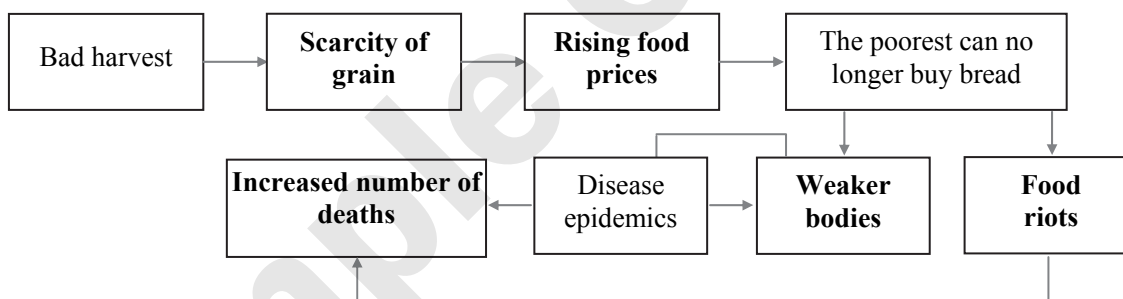


Ans: The spider feeds on the fly for its food requirements whereas a fly does hard work for finding food. In a similar manner, the peasant does the hard work of cultivating the nobleman's land and the peasant only pays feudal dues and taxes, the benefits of which are reaped by the noblemen.

IN-TEXT QUESTIONS

1. Explain why the artist has portrayed the nobleman as the spider and the peasant as the fly.
2. Fill in the blank boxes in Fig. 4 with appropriate terms from among the following:

Food riots, scarcity of grain, increased number of deaths, rising food prices, weaker bodies.



3. Source A

An Englishman, Arthur Young, travelled through France during the years from 1787 to 1789 and wrote detailed descriptions of his journeys. He often commented on what he saw.

‘He who decides to be served and waited upon by slaves, ill-treated slaves at that, must be fully aware that by doing so he is placing his property and his life in a situation which is very different from that he would be in, had he chosen the services of free and well treated men. And he who chooses to dine to the accompaniment of his victims’ groans, should not complain if during a riot his daughter gets kidnapped or his son’s throat is slit.’

What message is Young trying to convey here? Whom does he mean when he speaks of ‘slaves’? Who is he criticising? What dangers does he sense in the situation of 1787?

Ans: Young is saying that when a society is unfair, it won't last long, and it can lead to big problems for those who are benefiting from the unfairness. By "slaves," he means the poor people in French society at the time, like farmers, servants, and landless labourers who had a hard time. He's criticizing the whole society, especially the nobility and clergy. He's worried that the poor might get angry and use violence against the rich and their families.



4. Representatives of the Third Estate take the oath raising their arms in the direction of Bailly, the President of the Assembly, standing on a table in the centre. Do you think that during the actual event Bailly would have stood with his back to the assembled deputies? What could have been David's intention in placing Bailly (Fig.5) the way he has done?



Ans: No, the President of the Assembly might not have actually faced his back to the assembly. Here, the intention of the artist was to display the symbolic meaning of 'facing the back' which is turning your back or leaving someone behind. Even though the Declaration of the Rights of Man and Citizen was in place, the privileges to vote and run for office stayed in the hands of the wealthy and property-owning group, while everyone else had no active political role and were passive citizens.

5. Identify the symbols in Box 1 which stand for liberty, equality and fraternity.

Reading political symbols

The majority of men and women in the eighteenth century could not read or write. So images and symbols were frequently used instead of printed words to communicate important ideas. The painting by Le Barbier (Fig. 8) uses many such symbols to convey the content of the Declaration of Rights. Let us try to read these symbols.

The broken chains: 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.

Sceptre: Symbol of royal power.

Snake biting its tail to form a ring: Symbol of Eternity. A ring has neither beginning nor end.

Red Phrygian cap: Cap worn by a slave upon becoming free.

Blue-white-red: The national colours of France.

The winged woman: Personification of the law.

The Law Tablet: The law is the same for all, and all are equal before it.



Ans: Liberty: The broken chain and the Red Phrygian cap.

Equality: The winged woman and the Law tablet.

Fraternity: The bundle of rods or fasces and Blue-white-red.

6. Explain the meaning of the painting of the Declaration of Rights of Man and Citizen (Fig. 8) by reading only the symbols.



Ans: The figure on the left is holding a broken chain which is a symbol of freedom. After the Declaration of the Rights of Man and Citizen, the people of France were free from the oppressive system of monarchy and were granted equal rights (except passive citizens in terms of voting). The figure on the right is the winged woman who is the personification of the law. The eye with a triangle at the top centre of the painting stands for knowledge. The tablet on which the two figures are sitting is the law tablet which aims at equality of all citizens of France. The bundle of rods forming a column in the tablet is a symbol of fraternity and brotherhood. On top of the fasces rests the red Phrygian cap which were worn by slaves becoming free. This means that the members of the third estate who were bound to their feudal lords are now free under the new law.

7. **Source C**

The Declaration of Rights of Man and Citizen

1. Men are born and remain free and equal in rights.
2. The aim of every political association is the preservation of the natural and inalienable rights of man; these are liberty, property, security and resistance to oppression.

3. The source of all sovereignty resides in the nation; no group or individual may exercise authority that does not come from the people.
4. Liberty consists of the power to do whatever is not injurious to others.
5. The law has the right to forbid only actions that are injurious to society.
6. Law is the expression of the general will. All citizens have the right to participate in its formation, personally or through their representatives. All citizens are equal before it.
7. No man may be accused, arrested or detained, except in cases determined by the law.
11. Every citizen may speak, write and print freely; he must take responsibility for the abuse of such liberty in cases determined by the law.
12. For the maintenance of the public force and for the expenses of administration a common tax is indispensable; it must be assessed equally on all citizens in proportion to their means.
17. Since property is a sacred and inviolable right, no one may be deprived of it, unless a legally established public necessity requires it. In that case a just compensation must be given in advance.

Compare the political rights which the Constitution of 1791 gave to the citizens with Articles 1 and 6 of the Declaration (Source C). Are the two documents consistent? Do the two documents convey the same idea?

Ans: Both documents share a common message that all humans are born equal, and all citizens should be equal in the eyes of the law. Nevertheless, the Constitution of 1791 did not effectively put these ideas into practice.

8. **Source B**

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*.

Which groups of French society would have gained from the Constitution of 1791? Which groups would have had reason to be dissatisfied? What developments does Marat (Source B) anticipate in the future?



Ans: Only some rich people in the Third Estate would have liked this Constitution. The First and Second Estates would have been unhappy because they lost their special privileges and had to pay taxes.

Marat thinks there might be another revolution where the poor people in the Third Estate fight against the rich ones, just like they did against the nobles and clergy before.

9. Imagine the impact of the events in France on neighbouring countries such as Prussia, Austria-Hungary or Spain, all of which were absolute monarchies. How would the kings, traders, peasants, nobles or members of the clergy here have reacted to the news of what was happening in France?

Ans: Kings, nobles, clergy, and other privileged groups in these countries might start worrying that what occurred in France could also happen in their own nations. Meanwhile, the peasants would likely embrace the changes in France and feel a sense of kinship with the peasants and less fortunate people in that country.

10. Look carefully at the painting and identify the objects which are political symbols you saw in Box 1 (broken chain, red cap, fasces, Charter of the Declaration of Rights). The pyramid stands for equality, often represented by a triangle. Use the symbols to interpret the painting. Describe your impressions of the female figure of liberty.



Ans: The woman holding a scroll in the right hand serves as a representation of the Declaration of Rights of Man and Citizen. In the background, the pyramid symbolizes equality, with all three sides being equal. Holding the red cap aloft in her left hand symbolizes the torch of freedom. The female liberty figure embodies the concept of gender equality between women and men.

11. Compare the views of Desmoulins and Robespierre. How does each one understand the use of state force?

What does Robespierre mean by 'the war of liberty against tyranny'?

How does Desmoulins perceive liberty?

Refer once more to Source C. What did the constitutional laws on the rights of individuals lay down? Discuss your views on the subject in class.

Ans:

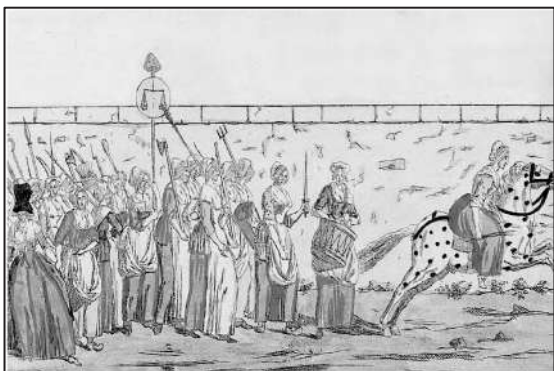
- i. Robespierre believed that employing terror by a democratic government was justified, as it was seen as a means to safeguard the principles of the revolution. On the contrary, Desmoulins viewed liberty as the freedom to act based on the principles of equality, reason, and justice, without causing harm to others.
- ii. Robespierre's assertion, 'the war of liberty against tyranny,' implied that the republic should take action against its enemies, both within and beyond the borders of France, including the use of force if necessary.
- iii. Desmoulins perceives liberty as laid down in the Declaration of Rights, i.e. it is happiness, reason, equality and justice.
- iv. The constitutional laws on the rights of individuals laid down the rights of liberty, equality, property, security and resistance to oppression. This was the responsibility of every political association to protect such rights of the individual which did not happen during the Reign of Terror.

12. Describe the persons represented in Fig. 12 – their actions, their postures, the objects they are carrying. Look carefully to see whether all of them come from the same social group.

What symbols has the artist included in the image? What do they stand for?

Do the actions of the women reflect traditional ideas of how women were expected to behave in public?

What do you think: does the artist sympathise with the women's activities or is he critical of them? Discuss your views in the class.



Ans:

- i. All of these individuals are women who belong to the same underprivileged social group. Their possession of agricultural tools makes it evident that they are peasants, and their attire reflects their impoverished status.
- ii. One of them holding the symbol of justice signifies their collective quest for fairness and equity. The woman mounted on the horse represents strength and authority. The presence of a drum in their midst signifies that they are announcing their march to all concerned parties.
- iii. In this portrayal, the actions of these women defy traditional societal expectations regarding the behaviour of women in public.
- iv. The artist's work undeniably conveys sympathy and support for the women's struggle.

13. Source F

Some of the basic rights set forth in Olympe de Gouges' Declaration.

1. Woman is born free and remains equal to man in rights.
2. The goal of all political associations is the preservation of the natural rights of woman and man: These rights are liberty, property, security, and above all resistance to oppression.
3. The source of all sovereignty resides in the nation, which is nothing but the union of woman and man.
4. The law should be the expression of the general will; all female and male citizens should have a say either personally or by their representatives in its formulation; it should be the same for all. All female and male citizens are equally entitled to all honours and public employment according to their abilities and without any other distinction than that of their talents.
5. No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

Compare the manifesto drafted by Olympe de Gouges (Source F) with the Declaration of the Rights of Man and Citizen (Source C).

Ans: Olympe de Gouges' manifesto consistently highlights women and equality, consistently placing women at the forefront in all instances. In contrast, the Declaration of the Rights of Man and Citizen exclusively addresses men and does not make any mention of women.

14. Imagine yourself to be one of the women in Fig. 13. Formulate a response to the arguments put forward by Chaumette (Source G).

In 1793, the 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?'



Ans: Chaumette's arguments lack justification as he solely focuses on the biological aspects of women. It is imperative to recognize that women, as individuals, possess equal rights to men and, therefore, should be accorded equal treatment. While women naturally undertake roles such as bearing and nurturing children and providing sustenance, it is crucial to acknowledge that women are equally proficient as men in fulfilling the broader responsibilities that come with being human.



15. Record your impressions of this print (Fig. 14). Describe the objects lying on the ground. What do they symbolise? What attitude does the picture express towards non-European slaves?



Ans:

- The objects lying on the ground are swords and guns. They symbolise the end of slavery and oppression.
 - This print reflects the prevailing sense of superiority among the French towards individuals from Africa and the Caribbean who were enslaved. The French perceived these individuals as uncivilized. Thus, a French woman is shown carrying French clothes to “civilise” the slaves.
16. Describe the picture in your own words. What are the images that the artist has used to communicate the following ideas: greed, equality, justice, takeover by the state of the assets of the church?



- Ans: In this illustration, the chubby clergyman on the left represents greed. The two men with him stand for government officials who took Church property. In the middle, the fat-reducing press symbolizes fairness or justice by diminishing greed in the French society. On the right, the man and woman together represent equality. This whole image shows what the revolution was about.

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

[Note: This answer is given for reference, students can pick any other French revolutionary as well.]

- Ans: Born on August 15, 1769, the renowned Napoleon was the child of Carlo Maria and Letizia Ramolino. He was proficient in French and received a solid education. Napoleon achieved numerous triumphs in his campaigns against the adversaries of the French Revolution, eventually proclaiming himself Emperor of France. His rule brought about several significant legal changes, including the establishment of private property rights and the implementation of a uniform system of weights and measures based on the decimal system. Despite his army's widespread presence, Napoleon's forces met their ultimate defeat at Waterloo in 1815.

18. Project: 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.

Ans: **Headline:**

The Women's March on Versailles: A Pivotal Day in the French Revolution

Subheading:

October 5, 1789: Bread Riots Lead to Royal Confrontation

Publication Date: September 6, 1789

Paris, France - The Women's March on Versailles, unfolded on October 5, 1789. It all began with women in Paris protesting skyrocketing bread prices, unaware that their actions would reshape history.

As dawn broke, Parisian women teetered on the edge of rioting due to bread's staggering cost. Their discontent echoed the calls for change in the city. Their grievances soon merged with the sweeping revolutionary fervour.

Sample interview:

Interviewer: “Thank you both for joining us today in this imaginary interview to shed light on your perspectives and roles during the



French Revolution. Let's start with Mirabeau. As a prominent figure in the early stages of the revolution, could you share your thoughts on the Revolution's objectives and the role of the National Assembly?"

Mirabeau: "Certainly. The French Revolution was a turning point in history, aiming to break free from the oppressive monarchy and establish a constitutional government. The National Assembly played a pivotal role by drafting the Declaration of the Rights of Man and of the Citizen, promoting liberty, equality, and fraternity as its core principles."

Interviewer: "Thank you, Mirabeau. Now, turning to Olympe de Gouges, you are known for your advocacy of women's rights during this period. Could you tell us about your efforts and the significance of your 'Declaration of the Rights of Woman and the Female Citizen'?"

Olympe de Gouges: "Certainly. I believed passionately in the principles of the Revolution, and it troubled me that these principles did not extend to women. My 'Declaration of the Rights of Woman and the Female Citizen' was a call for gender equality and justice. It aimed to remind everyone that women, too, deserved the same rights and opportunities as men."

Additional Questions

OBJECTIVE QUESTIONS

Multiple Choice Questions [1 Mark]

- Who ascended the throne of France in 1774?
 - King Louis XIV
 - King Louis XV
 - King Louis XVI**
 - King Louis XVII
- What was one of the reasons for France's empty treasury during Louis XVI's reign?
 - Cost of maintaining the army
 - Cost of maintaining Versailles palace
 - Cost of universities
 - All of the above**
- Which estate in French society enjoyed certain privileges by birth, including exemption from paying taxes?
 - 1st Estate - Clergy
 - 2nd Estate - Nobility
 - 3rd Estate
 - Both 1st and 2nd Estate**
- What percentage of the French population did peasants make up during the late 18th century?
 - About 50%
 - About 75%
 - About 90%**
 - About 25%
- What term is used to describe the severe shortage of food leading to rising bread prices during this time?
 - Economic crisis
 - Subsistence crisis**
 - Agricultural crisis
 - Financial crisis
- Which philosopher proposed a form of government based on a social contract between people and their representatives?
 - John Locke
 - Jean-Jacques Rousseau**
 - Montesquieu
 - Voltaire
- What event marked the beginning of the French Revolution on July 14, 1789?
 - Storming of the Bastille**
 - Execution of Louis XVI
 - Reign of Terror
 - Declaration of the Republic
- What period is referred to as the "Reign of Terror"?
 - 1793-1794**
 - 1789-1791
 - 1790-1792
 - 1795-1797
- Who declared himself Emperor of France in 1804?
 - Louis XVI
 - Robespierre
 - Napoleon Bonaparte**
 - King Louis XVIII
- When did women in France finally win the right to vote?
 - 1789
 - 1794
 - 1848
 - 1946**
- When was slavery abolished in French colonies by the Convention?
 - 1776
 - 1794**
 - 1804
 - 1848
- What significant change was made by the Jacobin regime in France regarding slavery?
 - It expanded the slave trade
 - It abolished slavery in the Caribbean colonies**
 - It increased slavery in Africa
 - It imposed stricter rules on slaves



13. Which law ended censorship in France after the storming of the Bastille?
(A) Declaration of the Rights of Man and Citizen
 (B) Freedom of Expression Act
 (C) Press Freedom Act
 (D) Declaration of Freedom of Speech
14. What key principle was established by the Declaration of the Rights of Man and Citizen?
 (A) Freedom of the press
 (B) Freedom of speech
 (C) Freedom of religion
(D) Freedom, equality, and fraternity
15. Which estate in French society included small shopkeepers, artisans, and daily-wage workers?
 (A) 1st Estate - Clergy
 (B) 2nd Estate - Nobility
(C) 3rd Estate
 (D) None of the above
16. What was the name of the famous French national anthem composed during the Revolution?
 (A) The Star-Spangled Banner
 (B) God Save the Queen
(C) La Marseillaise
 (D) Ode to Joy
17. How did the end of censorship impact French society during the Revolution?
 (A) It led to the suppression of freedom of speech.
(B) It encouraged a diversity of perspectives and the spread of revolutionary ideas.
 (C) It resulted in stricter control of the press.
 (D) It favored the monarchy.

Match the Following [1 Mark]

18.

	Column I		Column II
a.	Napoleon Bonaparte	i.	Queen of France during the Revolution
b.	Maximilian Robespierre	ii.	Key figure during the Reign of Terror
c.	Marie Antoinette	iii.	Reintroduced monarchy
d.	Louis XVI	iv.	King who faced financial crisis

- (A) (a-i), (b-ii), (c-iii), (d-iv)
(B) (a-iii), (b-ii), (c-i), (d-iv)
 (C) (a-ii), (b-iv), (c-iii), (d-i)
 (D) (a-iv), (b-i), (c-ii), (d-iii)

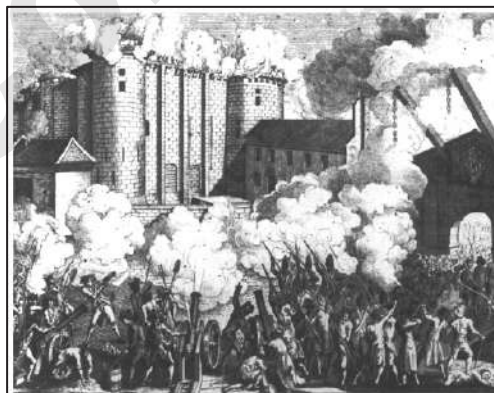
19.

	Column I		Column II
a.	Subsistence crisis	i.	Setting individuals free from slavery.
b.	Marseillaise	ii.	Extreme food scarcity and rising prices.
c.	John Locke	iii.	Two Treatises of Government
d.	Emancipation	iv.	France's national anthem

- (A) (a-i), (b-ii), (c-iii), (d-iv)
 (B) (a-iii), (b-ii), (c-i), (d-iv)
(C) (a-ii), (b-iv), (c-iii), (d-i)
 (D) (a-iv), (b-i), (c-ii), (d-iii)

Picture Based Questions [1 Mark]

20. Which incident is portrayed in the picture below?



- (A) Storming of the Bastille**
 (B) The Tennis Court Oath
 (C) Subsistence Crisis
 (D) Battle of Waterloo

21. What does this print depict?





- (A) Formation of National Assembly
- (B) Emancipation of slaves**
- (C) The Tennis Court Oath
- (D) Parisian women on their way to Versailles

22. Identify this influential figure of France



- (A) John Locke
- (B) King Louis XVI
- (C) Maximilian Robespierre
- (D) Napoleon Bonaparte**

Assertion Reason [1 Mark]

There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

23. **Assertion (A):** In the summer of 1792, the Jacobins organized a rebellion in Paris.
Reason (R): In 1792 there were food shortages and high prices.
- (A) A is true but R is false.
 - (B) A is false but R is true.
 - (C) Both A and R are true and R explains A.**
 - (D) Both A and R are true but R does not explain A.
24. **Assertion (A):** Women were active in the French Revolution, hoping to influence the government for better living conditions.
Reason: The period from 1793 to 1794 is referred to as the Reign of Terror.
- (A) A is true but R is false.
 - (B) A is false but R is true.
 - (C) Both A and R are true and R explains A.
 - (D) Both A and R are true but R does not explain A.**

25. **Assertion (A):** The Church extracted its share of taxes called tithes from the peasants which comprised one-tenth of the agricultural produce.
Reason: The 3rd estate comprised members of the clergy who were exempted from paying taxes.

- (A) A is true but R is false.**
- (B) A is false but R is true.
- (C) Both A and R are true and R explains A.
- (D) Both A and R are true but R does not explain A.

SUBJECTIVE QUESTIONS

Very Short Answers [2 Marks]

1. **How did the three estates of French society differ in terms of taxation and privileges?**
Ans: The first two estates (Clergy and Nobility) enjoyed privileges and were exempt from most taxes, while the third estate (commoners) had to bear the burden of taxation.
2. **What event led to the Storming of the Bastille, and why is it considered a significant moment in the French Revolution?**
Ans: The high price of bread and the presence of royal troops in Paris led to the Storming of the Bastille. It is significant because it symbolized the people's rebellion against the monarchy and the beginning of the Revolution.
3. **What was the significance of the Declaration of the Rights of Man and Citizen in the French Revolution?**
Ans: The Declaration of the Rights of Man and Citizen established the principles of liberty, equality, and fraternity and marked a shift toward more democratic ideals.
4. **State any two laws made by the National Assembly.**
Ans: The two laws made by the National Assembly were:
 - i. Members of the clergy too were forced to give up their privileges.
 - ii. Tithes were abolished and lands owned by the Church were confiscated.
5. **What was the Reign of Terror, and who was its key figure?**
Ans: The Reign of Terror was a period of radical and political repression during the French Revolution. Maximilian Robespierre was its key figure.



6. **What were the consequences of the Reign of Terror on its leader, Maximilian Robespierre?**

Ans: Maximilian Robespierre was arrested, convicted, and executed as a result of growing opposition to his policies during the Reign of Terror.

7. **What led to the fall of the Directory government in France, and who ultimately seized power?**

Ans: The fall of the Directory was due to political instability and conflicts with legislative councils. Napoleon Bonaparte ultimately seized power through a coup d'état in 1799.

8. **What demands did women make during the French Revolution, particularly regarding political rights?**

Ans: Women demanded the right to vote, hold political office, and participate in the Assembly, aiming for equal political rights with men.

9. **When was slavery abolished in French colonies, and what were the circumstances surrounding its abolition?**

Ans: Slavery in French colonies was abolished in 1794 during the Convention, but it was reintroduced by Napoleon in 1804. It was permanently abolished in 1848.

10. **What role did Napoleon Bonaparte play in post-Revolution France, and what were some of his notable reforms?**

Ans: Napoleon Bonaparte rose to power and introduced numerous reforms, including the Napoleonic Code, which promoted legal equality, and modernization measures, such as a uniform system of weights and measures.

Short Answers

[3 Marks]

1. **What were the problems faced by King Louis XVI upon his ascension?**

Ans: Upon his ascension, the king faced an empty treasury due to the following reasons-

- Long years of war had drained the financial resources of France.
- The cost to maintain the extravagant palace of Versailles was immense.
- France helped the thirteen American 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.

2. **Who were the members of the 1st, 2nd and 3rd estate?**

Ans: French society in the eighteenth century was divided into three estates:

- 1st Estate:** Clergy comprises the people who perform religious ceremonies in the Church
- 2nd Estate:** Nobility comprised the rich, aristocrat members of the French society.
- 3rd Estate:** The 3rd estate comprised the rest of the population such as the businessmen, traders, officials, merchants, lawyers, peasants, artisans and landless labour servants.

3. **What was the cause for subsistence crisis?**

Ans: The population of France increased rapidly in 1715-1789. Production of grains could not keep pace with the demand. The price of bread which was the staple diet rose rapidly. The wages of labourers in workshops did not rise proportionately. This increased the wealth gap between the rich and the poor as the poor became poorer. Things became worse whenever drought or hail reduced the harvest. This caused subsistence crisis.

4. **What event occurred on July 14, 1789, and why is it significant in the context of the French Revolution?**

Ans: On July 14, 1789, an agitated crowd stormed and destroyed the Bastille, a royal prison in Paris. This event is significant as it symbolized the beginning of the French Revolution, representing the people's discontent with the monarchy and their willingness to take direct action.

5. **What were the philosophical ideas about envisaging an egalitarian society put forth by philosophers?**

Ans: These ideas envisaging 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*, **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 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. This model of government was put into force in the USA, after the thirteen colonies declared their independence from Britain.



6. **Who were the sans-culottes? In what way did their attire become a symbol for liberty?**

Ans: A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society, especially 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 the sans-culottes, literally meaning 'those without knee breeches'. Sansculottes men wore in addition the red cap that symbolised liberty.

7. **Differentiate between active and passive citizens.**

Ans: According to the Constitution of 1791, all the people did not have the right to vote. Only the active citizens were allowed to vote.

i. **Active citizens:** 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. Only the active citizens had the right to vote.

ii. **Passive citizens**—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.

8. **Elucidate how the Reign of Terror followed a policy of severe control and punishment.**

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 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. If the court found them 'guilty' they were guillotined.

9. **How did the rule of the Directory cause political instability in France?**

Ans: After the Jacobin government fell, the wealthier middle classes took control. They introduced a new constitution that excluded non-propertied people from voting. It established two elected legislative councils, which in turn appointed a Directory consisting of five members. This was done to prevent too much power from being concentrated in one leader, as it was during the Jacobin rule. However, the Directors often clashed with the legislative councils, leading to political instability. This instability paved the way for the rise of military dictator Napoleon Bonaparte.

10. **How did the most famous political club for women advocate for equal rights?**

Ans: In order to discuss and voice their interests women started their own political clubs and newspapers. The Society of Revolutionary and Republican Women was the most famous of them. 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.

11. **What long-lasting legacies did the French Revolution leave, both within France and across Europe, in terms of political ideals and societal changes?**

Ans: The French Revolution left lasting legacies, including the spread of political ideals such as liberty, equality, and democratic rights across Europe. Feudal systems were abolished, and these ideals influenced political movements and the quest for sovereignty in colonized nations. Figures like Tipu Sultan and Rammohan Roy were inspired by the revolutionary ideas from France.

Long Answers

[5 Marks]

1. **Write a detailed description of the privileges or the burdens of the three estates in the Old Regime.**

Ans: French society in the eighteenth century was divided into three estates, and only members of the third estate paid taxes. The term **Old Regime** is usually used to describe the society and institutions of France before 1789.

1st Estate: Clergy

- Clergy comprises the people who perform religious ceremonies in the Church.
- They enjoyed certain privileges by birth such as exemption from paying taxes.
- The Church extracted its share of taxes called **tithes** from the peasants which comprised one-tenth of the agricultural produce.

2nd Estate: Nobility

- Nobility comprised the rich, aristocrat members of the French society.
- They enjoyed certain privileges by birth such as exemption from paying taxes.
- The nobles further enjoyed **feudal** privileges. These included **feudal dues**, which they extracted from the peasants.



3rd Estate:

- i. The 3rd estate comprised the rest of the population such as the businessmen, traders, officials, merchants, lawyers, peasants, artisans and landless labour servants.
- ii. Peasants made up about 90 per cent of the population. However, only a small number of them owned the land they cultivated.
- iii. 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.
- iv. All members of the third estate had to pay taxes to the state. These included a direct tax, called **taille**, and a number of indirect taxes which were levied on articles of everyday consumption like salt or tobacco.
- v. Only members of the third estate paid taxes.

2. Describe the incident that led to the formation of National Assembly.

Ans: On May 5, 1789, Louis XVI convened the Estates General. The third estate, representing commoners, stood at the back while the first and second estates sat facing each other. These educated third estate members, excluding peasants, artisans, and women, conveyed their grievances through around 40,000 letters. Previously, each estate had one vote, but the third estate requested equal voting for all members, aligning with democratic principles from philosophers like Rousseau. When the king rejected this, the third estate members left in protest. The third estate representatives thought of themselves as speaking for all of France. On June 20, they gathered in a tennis court at Versailles and called themselves the National Assembly.

3. What revolution did the National Assembly bring about in the administration of France and how did it change the future of France?

Ans: The night of 4th August 1789 brought ripples of change in the administration of France-

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:

- i. On the night of 4 August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes.
- ii. Members of the clergy too were forced to give up their privileges.

- iii. Tithes were abolished and lands owned by the Church were confiscated.
- iv. As a result, the government acquired assets worth at least 2 billion livres.

The National Assembly completed the draft of the constitution in 1791 and changed the future of France in the following ways-

- i. France became a Constitutional Monarchy-The powers of the monarch were restricted by the constitution by dividing the administration of France into different institutions – the legislature, executive and judiciary.
- ii. Right to vote- The National Assembly was to be **indirectly elected**. The citizens voted for a group of electors who then chose the members of the Assembly. However, only the active citizens were allowed to vote. Women and non-propertied men were passive citizens who did not have voting rights.
- iii. 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. It was the duty of the state to protect each citizen’s natural rights.

4. Which political club became the most important rallying point for people and mention some of its significant features?

Ans: Jacobin Club was the most significant political club and some of its features are-

- i. It got its name from the former convent of St Jacob in Paris
- ii. The members of the Jacobin club belonged mainly to the less prosperous sections of society such as small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers.
- iii. Their leader was **Maximilian Robespierre**.
- iv. A large group among the Jacobins decided to start wearing long striped trousers similar to those worn by dock workers to set themselves apart from the nobles who wore knee breeches. These Jacobins came to be known as the sans-culottes, literally meaning ‘those without knee breeches’. Sans-culottes men wore in addition the red cap that symbolised liberty.
- v. Women however were not allowed to do so.



5. Trace the journey of how France ultimately abolished monarchy and became a republic. What was the fate of King Louis XVI and Mary Antoinette?

Ans: In the summer of 1792, the Jacobins organized a rebellion in Paris due to food shortages and high prices. On August 10, they attacked the **Tuileries Palace**, killed the king's guards, and held the king hostage briefly. The Assembly decided to imprison the royal family, and elections were held. All men over 21, regardless of wealth, gained the right to vote. The newly elected assembly was named the **Convention**, and on **September 21, 1792**, it abolished the monarchy and proclaimed France a republic.

Louis XVI was sentenced to death by a court on the charge of **treason**. On **21 January 1793** he was executed publicly at the **Place de la Concorde**. The queen **Marie Antoinette** met with the same fate shortly after.

6. What were some of the strict policies during the Reign of Terror?

Ans: The period from 1793 to 1794 is referred to as the Reign of Terror. Robespierre followed a policy of severe control and punishment-

- i. 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. If the court found them 'guilty' they were guillotined.
- ii. Robespierre's government issued laws placing a maximum ceiling on wages and prices.
- iii. Meat and bread were rationed.
- iv. Peasants were forced to transport their grain to the cities and sell it at prices fixed by the government.
- v. The use of more expensive white flour was forbidden; all citizens were required to eat the *pain d'égalité* (equality bread), a loaf made of wholewheat.
- vi. 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).
- vii. Churches were shut down and their buildings converted into barracks or offices.

7. What was the living condition of women in France that made them fight for equal rights?

Ans: Women were active in the French Revolution, hoping to influence the government for better living conditions.

- i. Most women of the third estate had to work for a living.
- ii. 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.
- iii. Most women did not have access to education or job training.
- iv. Only daughters of nobles or wealthier members of the third estate could study at a convent, after which their families arranged a marriage for them.
- v. Working women had also to care for their families, that is, cook, fetch water, queue up for bread and look after the children.
- vi. Their wages were lower than those of men.

8. What were some of the laws introduced for women that improved their living conditions? How did the women's movement suffer a setback during the Reign of Terror?

Ans: The laws introduced to improve the conditions of women were:

- i. Together with the creation of state schools, schooling was made compulsory for all girls.
- ii. Their fathers could no longer force them into marriage against their will.
- iii. Marriage was made into a contract entered into freely and registered under civil law.
- iv. Divorce was made legal, and could be applied for by both women and men.
- v. Women could now train for jobs, could become artists or run small businesses.

These privileges were however short lived. 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.

The fight for the vote was carried out through an international **suffrage movement** during the late nineteenth and early twentieth centuries. 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.



9. What role did the Jacobin regime and the Convention play in the abolishment of slavery in France?

Ans: The **Jacobin regime** in France made a significant change by abolishing slavery in its Caribbean colonies, which were vital sources of products like sugar, coffee, and indigo. To meet the demand, they relied on a brutal triangular slave trade between Europe, Africa, and the Americas.

In the 18th century, France showed little opposition to slavery. The National Assembly debated extending rights to all French subjects, including those in the colonies, but avoided passing laws due to opposition from slave trade-dependent businessmen. **The Convention** finally enacted slave emancipation in 1794, but it was short-lived as Napoleon reintroduced slavery a decade later. Slavery in French colonies wasn't permanently abolished until 1848.

10. How did the end of censorship make ideals of liberty and justice more relatable to the people of France?

Ans: Shortly after the Bastille's storming in 1789, a crucial law emerged - the end of censorship. In the Old Regime, all cultural materials, like books and newspapers, required the king's censors' approval. The Declaration of the Rights of Man and Citizen established freedom of speech and expression as a natural right.

The end of censorship led to the following changes:

- i. It led to an influx of publications in towns and the countryside, discussing France's ongoing changes.
- ii. Freedom of the press allowed diverse perspectives, using print to persuade others.
- iii. Plays, songs, and processions engaged people, making concepts like liberty and justice more relatable, which were initially found in texts only accessible to a select few educated individuals.

Case Based Questions

[4 Marks]

1. The life of a revolutionary woman – Olympe de Gouges (1748-1793) Olympe de Gouges was one of the most important of the politically active women in revolutionary France. She protested against the Constitution and the Declaration of Rights of Man and Citizen as they excluded women from basic rights that each human being was entitled to. So, in 1791, she wrote a Declaration of the Rights of Woman

and Citizen, which she addressed to the Queen and to the members of the National Assembly, demanding that they act upon it. In 1793, Olympe de Gouges criticised the Jacobin government for forcibly closing down women's clubs. She was tried by the National Convention, which charged her with treason. Soon after this, she was executed.

Some of the basic rights set forth in Olympe de Gouges' Declaration.

- a. Woman is born free and remains equal to man in rights.
- b. The goal of all political associations is the preservation of the natural rights of woman and man: These rights are liberty, property, security, and above all resistance to oppression.
- c. The source of all sovereignty resides in the nation, which is nothing but the union of woman and man. 4. The law should be the expression of the general will; all female and male citizens should have a say either personally or by their representatives in its formulation; it should be the same for all. All female and male citizens are equally entitled to all honours and public employment according to their abilities and without any other distinction than that of their talents.
- d. No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

i. Who was Olympe de Gouges? (1 Mark)

Ans: Olympe de Gouges (1748-1793) Olympe de Gouges was one of the most important of the politically active women in revolutionary France. She protested against the Constitution and the Declaration of Rights of Man and Citizen as they excluded women from basic rights that each human being was entitled to.

ii. Mention any one way in which the Declaration of the Rights of Woman and Citizen is different from the Declaration of the Rights of Man and Citizen. (1 Mark)

Ans: Declaration of the Rights of Woman and Citizen advocated equal rights to liberty, property and security for both men and women.

iii. Which association did Olympe de Gouges blame and what was the result of her protest? (2 Marks)

Ans: Olympe de Gouges criticised the Jacobin government for forcibly closing down women's clubs. She was tried by the National Convention, which charged her with treason. Soon after this she was executed.



Map Based Questions

[5 Marks]

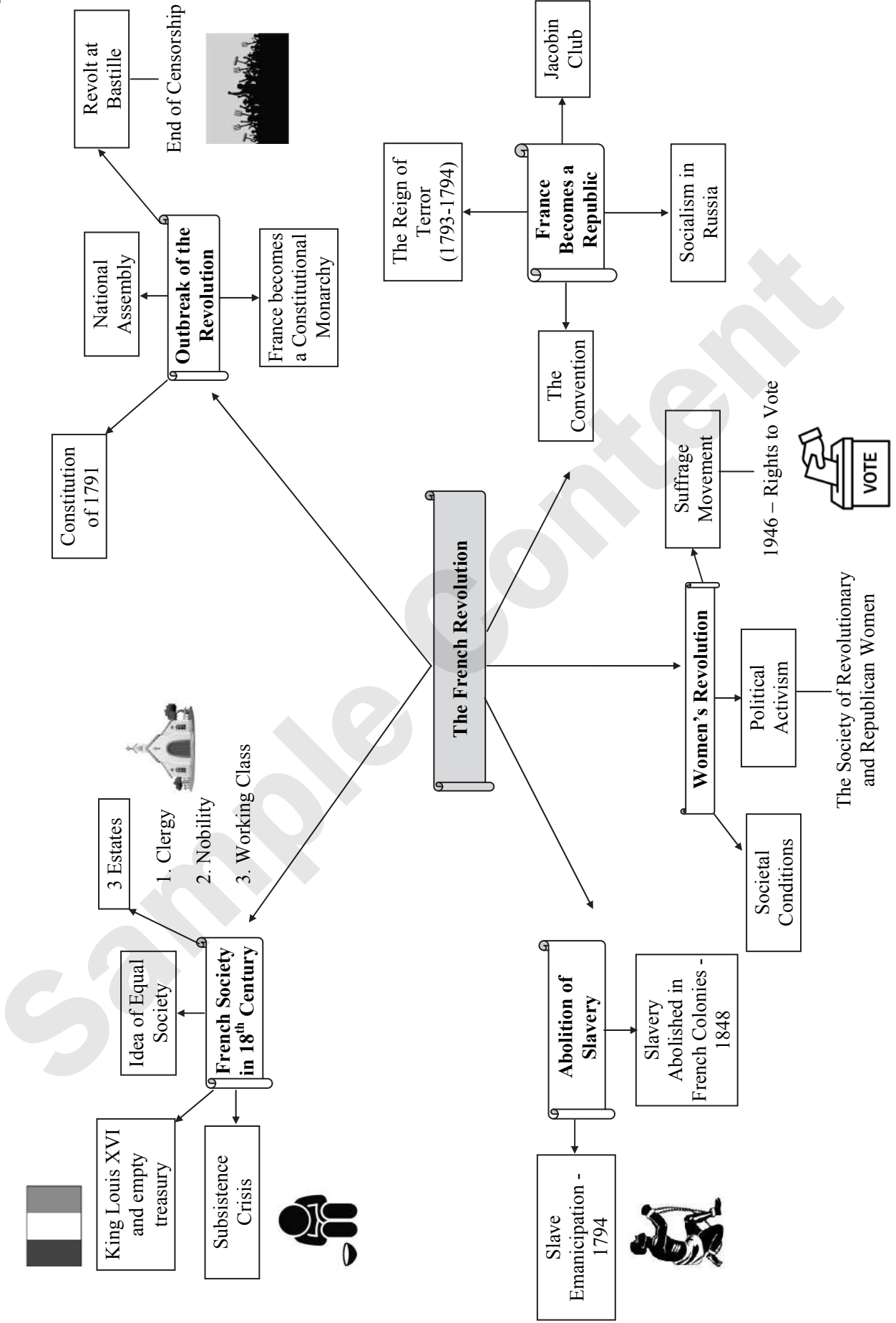
[Note: In Map based Questions, Geography will carry 3 marks and History will carry 2 marks]

1. **On an outline map of France, locate and label the following-**
 - i. Capital of France- Paris
 - ii. The national anthem of France was named after this place- Marseilles
 - iii. Ports of France related to slave trade-
 - a. Nantes
 - b. Bordeaux





Memory Map





[Note : Following are the additional questions created from the course content in the syllabus 2024-25 as released by CBSE in circular dated March 22, 2024.]

1. What are similarities between French Revolution and Revolt of 1857?

Ans:

Opposition to the ruling regime:

- i. Both the Revolt of 1857 in India and the French Revolution of 1789 represented responses to the prevailing political and social structures of their respective times.
- ii. Both the Revolt of 1857 in India and the French Revolution of 1789 stemmed from a collective discontent with the ruling establishments and aspirations for transformative reforms and desire for change.

Socio-economic grievances:

- i. The Indian rebellion of 1857 was sparked by a multitude of factors, such as the exploitation of Indian farmers, burdensome taxation and reforms in land revenue policies.
- ii. Likewise, the French Revolution erupted due to rampant poverty, food shortages and the oppressive feudal system.

Nationalistic sentiments:

- i. Both movements were driven by a profound sense of nationalism.
- ii. In India, the revolt aimed to reclaim Indian sovereignty and resist British colonial domination.
- iii. Similarly, the French Revolution sought to forge a unified French nation-state while challenging the entrenched privileges of the monarchy and aristocracy.

2. What are differences between French Revolution and Revolt of 1857?

Ans:

Causes:

- i. The French Revolution arose as a reaction to the absolutist rule of the ancient regime, oppressive taxation and pervasive social inequality within French society.
- ii. Conversely, the Revolt of 1857 in India was instigated by a mix of factors, including the implementation of new religious policies, dissatisfaction with British governance and discontent over the deployment of Indian soldiers in British colonial campaigns.

Goals:

- i. The French Revolution aimed to establish a republic, dismantle the monarchy and promote greater social equality. This tumultuous period saw radical political transformations, including

the execution of King Louis XVI, the Reign of Terror and the subsequent rise of Napoleon Bonaparte.

- ii. Conversely, the Revolt of 1857 sought to challenge British supremacy and restore Mughal authority, but it fell short of these goals. Although the revolt marked a pivotal moment in India's quest for independence achieving fruition only in 1947, it ultimately failed to oust British rule.

Leadership:

- i. The French Revolution was defined by notable figures like Maximilien Robespierre and the influential Committee of Public Safety, who exerted considerable influence in steering the revolution.
- ii. Conversely, the Revolt of 1857 lacked a centralized leadership structure. It unfolded as a decentralized uprising spearheaded by diverse local leaders, sepoys (Indian soldiers) and regional princes, reflecting a more spontaneous and fragmented resistance movement.

Consequences:

- i. While the French Revolution left an indelible mark not just in France but also reverberated across Europe and beyond, inspiring revolutionary fervor and catalyzing widespread political, social, and cultural transformations globally
- ii. Revolt of 1857 had a more localized impact and did not wield the same far-reaching influence on a global scale.

3. What are the impacts of the French Revolution?

Ans:

- i. The ideologies of liberty, equality and fraternity which gained prominence following the French Revolution championed the principles of individual freedoms, egalitarianism and solidarity among citizens.
- ii. The French Revolution served as a catalyst for anti-colonial movements in colonies worldwide, while simultaneously fueling movements advocating for democracy and self-governance throughout Europe.
- iii. The conflicts involving France weakened European colonial powers such as Spain and Portugal. As a consequence, their colonies in South and Central America seized the opportunity to declare themselves independent republics.



- iv. The abolition of slavery following the French Revolution marked the initial step against this oppressive system, with Britain subsequently enacting abolition in 1833, followed by the USA in 1865.
- v. The aftermath of the French Revolution resulted in the dismantling of feudalism in France. This included the repeal of laws associated with the old feudal regime and the redistribution of lands previously owned by the nobility and the church.
- vi. By ending arbitrary royal rule, the revolution paved the way for a system governed by the rule of law, establishing a constitutional order.
- vii. Indian constitution incorporated in the preamble the ideals of liberty, equality and fraternity.

4. What were the causes of the Revolt of 1857?

Ans:

i. Political Causes:

- Under the Doctrine of Lapse, several princely states, including Satara in 1848 and Jhansi in 1854, were annexed, with Lord Dalhousie as a key proponent. The annexation of Awadh, however, occurred under the pretext of alleged mismanagement by Nawab Wazid Ali Shah.

ii. Economic Causes:

- The British pursued policies aimed at transforming India into a consumer market for British goods, resulting in the decline of indigenous industries such as textiles, metalwork, glass and paper.
- Indian handicrafts had lost both domestic and foreign markets as British factories gained dominance often through warfare and colonization leading to their monopolization.
- British land revenue policies contributed to the commercialization of agriculture in India, turning land into a commodity that could be traded. This led to the emergence of new classes of landlords, including absentee landlords and moneylenders, which fueled resentment among traditional landlords. The heavy tax burden, displacement of cultivators from their lands and other factors left peasants desperate for a change in the ruling regime.

iii. Social Causes:

- The British maintained a strict social distance from the Indian population and often displayed disdain towards even upper-class Indians. Religious leaders and Brahmins experienced a significant decline in their power and prestige under British rule.

iv. Administrative Causes:

- Indian sepoys faced discrimination in terms of salary, maintenance costs and military ranks compared to their British counterparts. They endured humiliation and abuse, leading to growing discontent among them.
- Indians were often excluded from higher-ranking positions which were predominantly occupied by British officers.

5. What were the consequences of Revolt of 1857?

Ans:

- i. The presence of European soldiers was bolstered, strategically positioned in crucial geographical and military locations.
- ii. The Indian segment of the army was restructured in line with the "divide and rule" strategy.
- iii. To discourage the development of nationalist sentiments, regiments were organized along lines of caste, community, and regional affiliations.
- iv. The transfer of authority over India occurred from the East India Company to the British Crown via the enactment of the Act of 1858.
- v. Governance of India was placed under the jurisdiction of a Secretary of State for India, supported by a Council and replaced the previous administration by the Company's Directors.
- vi. The policy of "divide and rule" was extended to the civilian population as well. Muslims faced severe punishments and discrimination in public appointments and various other spheres.
- vii. Towards the late 19th century, a policy of preferential treatment for Muslims was adopted. These divisive policies not only hindered the Indian freedom struggle but also fueled the growth of communalism, exacerbating tensions within Indian society.
- viii. The previous policy of annexation was discarded and instead rulers of these states were granted the authority to adopt heirs.



Chapter Assessment

Total Marks: 25

Section A

Q.1. Multiple Choice Question

[4 Marks]

1. What was the primary cause of the financial crisis faced by King Louis XVI's government in 1774?
(A) Excessive spending on cultural events
(B) High taxation of the clergy and nobility
(C) The cost of supporting American independence from Britain
(D) Economic downturn in European trade
2. What was the main goal of the Jacobin Club during the French Revolution?
(A) To support the monarchy
(B) To advocate for the rights of the clergy
(C) To promote radical and egalitarian ideas
(D) To establish a dictatorship
3. Assertion (A): Nobility comprised the rich, aristocrat members of the French society.
Reason (R): Aristocrats were entitled to feudal dues from the peasants.
(A) A is true but R is false.
(B) A is false but R is true.
(C) Both A and R are true and R explains A.
(D) Both A and R are true but R does not explain A.
4. What key social change did women demand during the French Revolution?
(A) The right to own property
(B) The right to work as soldiers
(C) The right to vote and hold political office
(D) The right to attend university

Section B

Q.2. Very Short Answer Type Question

[4 Marks]

1. How did the French Revolution influence political movements in Europe during the 19th century?

OR

Who were the sans-culottes, and what were their key demands during the French Revolution?

2. What was the long-term legacy of the French Revolution on European nations and colonial territories?

Section C

Q.3. Short Answer Type Question

[6 Marks]

1. What were some of the significant reforms and changes introduced during the Reign of Terror, and why did this period come to an end?

OR

How did the Directory government differ from the Jacobin government in terms of its structure and policies?

2. What significant event took place on June 20, 1789, and what did the third estate members call themselves after this event?

**Section D****Q.4. Long Answer Type Question****[5 Marks]**

1. Who ascended the throne of France in 1774, and what were some of the financial challenges faced by his government?

OR

What significant change did the Jacobin regime bring about in the context of slavery in French Caribbean colonies, and what was the economic importance of these colonies?

Section E**Q.5. Case Based Question****[4 Marks]**

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 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. 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.

1. What was the newly elected assembly called? (1 Mark)
2. Why was the king held hostage for hours? (1 Mark)
3. What were two significant outcomes of this incident? (2 Marks)

Section F**Q.6. Map Based Question****[2 Marks]**

On an outline map of France, locate and label the following-

- i. Capital of France- Paris
- ii. The national anthem of France was named after this place- Marseilles

Scan the given **Q.R. code** in *Quill - The Padhai App* to view the Answers of Chapter Assessment





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