



## INDIAN SCHOOL AL WADI AL KABIR

<b>Class: IX</b>	<b>Department: SOCIAL SCIENCE</b>	<b>Year:2023-24</b>
<b>Question Bank:1</b>	<b>Topic: The French Revolution</b>	<b>Subject: History</b>

**Q1. When did Louis XVI ascend the throne of France? What were the causes of an empty treasury at the time of his accession? OR**

**What were the Economic causes for the French Revolution?**

Louis XVI ascended the throne of France in 1774. He inherited an empty treasury.

- Long years of wars had drained the financial resources of France.
- Too much of money was being spent on the maintenance an extravagant court at the immense palace of Versailles.
- France had helped the Thirteen American colonies in the war against Britain to gain their independence. It increased the debt and France was forced to spend a large sum of money on interest payment.
- To meet the regular expenses, army, the court, government offices universities the State was forced to increase taxes.

**Q2. “There were too many inequalities in the French society” Justify the Statement. OR How was the society of estates in France organized?**

- Peasants made up 90 percent of the population but only a small number of them owned land.
- About 60 percent of the land was owned by the nobility and the church.
- The members of the first two estates enjoyed certain privileges by birth.
- The most important of these was exemption from paying taxes.
- The nobles further enjoyed feudal privileges. These included feudal dues which they extracted from the peasants.
- Peasants were obliged to render services to the lord, to serve in the army or to participate in building roads.

**Q3. “The ideas developed by the great philosophers of the 18th century paved the way for the Revolution”. Discuss OR Explain the role of the philosophers in the French Revolution.**

- The ideas envisaging a society based on freedom and equal laws and opportunities for all were put forward by the philosophers.
- In his Two Treaties of Government, **John Locke** criticized the doctrine of the divine and absolute right of the monarch.
- **Jean Jacques Rousseau** proposed a form of government based on a Social Contract between people and their representatives.
- In the Spirit of Laws, **Montesquieu** proposed a division of power within the government between the legislative, the executive and the judiciary.
- The ideas of these philosophers were discussed intensively in salons and coffee-houses and among people through newspapers and books.

**Q4. “The National Assembly controlled the King. France became constitutional monarchy”. Discuss the statement. OR Explain the features of the constitution of France drafted in 1791.**

- The constitution of 1791 was the first written constitution in France, created after the collapse of the absolute rule.

- Its main aim was to limit the powers of the monarch.
- Powers were then divided to different institutions like legislative, executive and judiciary.
- Active citizens of France elected electors who in turn voted to elect the National Assembly.
- Not all citizens had the right to vote. Only men of 25 years of age who paid taxes equal to at least three days of a laborer's wage. They were called active citizens.
- The remaining men and all women were called passive citizens.
- The national Assembly controlled the King. France became constitutional monarchy.

**Q5. What was National convention? Describe changes brought by it?**

As a result of Jacobin activities elections were held for the new assembly. The newly elected assembly was called the Convention.

- The Convention abolished monarchy and declared France a republic.
- All men of 21 years and above regardless of wealth got the right to vote.
- 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 was executed on 16<sup>th</sup> October 1793.

**Q6. Describe the style of dressing adopted by the members of Jacobin club during the French Revolution?**

- The Jacobins decided to wear stripped trousers similar to those of worn by the dockworkers.
- These was to separate themselves from the nobles who wore knee breeches.
- These Jacobins came to Known as the San-culottes.

**Q7. "The period from 1793 to 1794 is referred to as the Reign of Terror" Explain the statement.**

- 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.

**Q8. Explain the reforms of Maximillian Robespierre. OR Explain the reforms introduced by the Jacobin Government.**

- 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 plain bread (equality bread), a loaf made of whole wheat.
- Equality was also sought to be practiced through forms of speech and address.
- Instead of the traditional Monsieur (Sir) and the 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.

**Q 9. State the laws revolutionary government had introduce to improve the lives of women in France.**

**OR**

**Describe the condition of women after the French Revolution.**

The government took the following steps to improve their conditions:

- State schools were established.
  - Schooling was made compulsory for all girls.
  - They could not be forced to marry against their will.
  - . Marriage was made into a contract entered freely and registered under Civil Law.
  - Divorce was made legal and could be applied for both by women and men.
- Women were allowed to have training for jobs.

**Q 10. Explain the Factors which led to the rise of Napoleon in France.**

- The Fall of the Jacobin Government allowed the wealthier middle class to seize power in France.
- To avoid the concentration of power in one person, they appointed a directory of an executive made up of five members.
- However, the Directors often clashed with the legislative councils. Which led to political instability of in France.
- Taking advantages of the situation, in 1804, Napoleon Bonaparte crowned himself as the Emperor of France.

**Q 11. “Napoleon was regarded as the modernizer of Europe” Justify**

- In 1804, Napoleon Bonaparte crowned himself Emperor of France. He set out to conquer neighboring European countries, dispossessing dynasties and creating kingdoms.
- Napoleon saw his role as a modernizer of Europe.
- He introduced many laws such as the protection of private property and a uniform system of weights and measures provided by the decimal system.
- Initially, many saw Napoleon as a liberator who would bring freedom for the people. But soon the Napoleonic armies came to be viewed everywhere as an invading force. He was finally defeated at Waterloo in 1815.

**Q12. Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth centuries.**

- The ideas of liberty and democratic rights were the most important legacy of the French Revolution.
- These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished.
- Further these ideas spread to different colonies of the European nations. Colonized people interpreted and moulded these ideas according to respective needs. This was probably like seed for an end of colonization in many countries.

**Q13. Draw up a list of democratic rights we enjoy today whose origins could be traced to the French Revolution.**

The fundamental rights, given in the Indian constitution can be traced to the French Revolution

- \*Right to equality before law
- \*Right to freedom of speech and expression
- \*Freedom of Press
- \*Right to life.
- \*Right to constitutional remedies.

**Q14. How did the revolution affect the everyday life of people in France?**

- After the fall of the Bastille, censorship was abolished.
- ‘The Declaration of Rights of Man and Citizen’ proclaimed freedom of speech and expression to be a natural right.
- Due to freedom of press, Abolition of censorship People came to know about the events and changes taking place in France through Newspaper.
- People now could discuss and express their views on political and other matter.

**Q15. “Branded and shackled, the slaves were packed tightly into ships for the three-month long voyage across the Atlantic to the Caribbean”. Explain the statement OR Write a note on Slave Trade that existed in France during 17<sup>th</sup> century.**

- The colonies in the Caribbean Martinique, Guadeloupe and San Domingo were important suppliers of commodities such as tobacco, indigo, sugar and coffee.
- But the reluctance of Europeans to go and work in distant and unfamiliar lands meant a shortage of labour on the plantations. So, this was met by a triangular slave trade between Europe, Africa and the Americas.
- The slave trade began in the seventeenth century. French merchants sailed from the ports of Bordeaux or Nantes to the African coast, where they bought slaves from local chieftains. Branded and shackled, the slaves were packed tightly into ships for the three-month long voyage across the Atlantic to the Caribbean. There they were sold to plantation owners.
- The National Assembly held long debates about whether the rights of man should be extended to all French subjects including those in the colonies. But it did not pass any laws, it was finally the Convention which in **1794 legislated** to free all slaves in the French overseas possessions.
- This, however, turned out to be a short-term measure: ten years later, Napoleon reintroduced slavery. Slavery was finally abolished in French colonies in **1848**.

**Q.16. What was the subsistence crisis? Why did it occur in France during the Old Regime?**

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

**Q17. Describe the incidents that led to the storming of the Bastille.**

- Ans.** a) National Assembly was busy at Versailles drafting a constitution, the rest of France was with turmoil.
- b) A severe winter had meant a bad harvest; the price of bread rose. Often bakers exploited the situation and hoarded supplies.
- c) After spending hours in long queues at the bakery, crowds of angry women stormed into the shops.
- d) **On the morning of 14 July 1789**, the city of Paris was in a state of alarm. The king had commanded troops to move into the city. Rumours spread that he would soon order the army to open fire upon the citizens. Some **7,000** men and women gathered in front of the town hall and decided to form a people's militia. They broke into a number of government buildings in search of arms.

**Q18. Describe how the new political system of constitutional monarchy worked in France.**

**Ans.** The constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is,

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

**Q19. Describe the condition of women before the French Revolution.**

- Most women of the third estates worked as seamstresses and laundresses, sold flowers, fruits & vegetables or worked as domestic helps in the houses of the rich people.
- Most women did not have the access to education or job training.

- Only daughters of rich or middle class could study at s convent, after which their families arranged marriage for them.
- Working women had to take care of their families that were cooking, fetch water, and queue up for bread and look after their children.
- Their wages were lower than those of men.

\*\*\*\*\*