**Q1. Explain the significance of the French Revolution in the history of France.**

**Ans.**

**1. The ideas of liberty, freedom and equality were established**

**2. The end of monarchy in France.**

**3. A society based on privileges gave way to a merit based system.**

**4. The declaration of the rights of man during the revolution, announced the coming of a new time.**

**5.Abolition of censorship**

**6.Ruling monarchs took measures to ensure peoples welfare.**

**Q2. How Louis XVI was responsible for preparing the ground for the French revolution?**

**Ans. In 1774, at the age of 20, Louis XVI of the Bourbon dynasty, ascended the throne of France.**

**Upon his accession the new king found an empty treasury because**

**1. Long years of war had drained the financial resources of France.**

**2. The cost of maintaining an extravagant court at the immense palace of Versailles added to the financial crises.**

**3. To meet its regular expenses, such as the cost of maintaining an army, the court, running**

**government offices or universities, the state increased the taxes on the common people.**

**Q3. Explain the division of French society in the eighteenth century.**

**Ans.the French Society was divided into three estates during the Late Eighteenth Century**

**1st Estate: Clergy -Group of persons involved in church matters.**

**2nd Estate: Nobility -Persons who have high rank in state administration.**

**3rd Estate: -Comprised of Big businessmen, merchants, court officials, lawyers, Peasants and**

**artisans, landless labour, servants**

**Q4. Give a description of ‘the Third Estate’ in the French Society.**

**Ans.1.Third Estate Comprised of Big businessmen, merchants, court officials, lawyers, Peasants and**

**artisans, landless labour, servants.**

**2. Peasants made up about 90 per cent of the population. However, only a small number of them**

**owned the land they cultivated.**

**3. Only members of the third estate paid taxes.**

**Q5.Explain the type of taxes paid by the third Estate.**

**Ans.**

**1. Tithe – A tax levied by the church, comprising one-tenth of the agricultural produce**

**2. Taille – Tax to be paid directly to the state**

**Q6. Explain the causes which led to the French revolution (1789-91).**

**Ans- 1. Long years of war had drained the financial resources of France. Added to this was**

**the cost of maintaining an extravagant court at the immense palace of Versailles.**

**2. French society in the eighteenth century was divided into three estates, and only**

**members of the third estate paid taxes.**

**3.The news that Louis XVI planned to impose further taxes to be able to meet the expenses**

**of the state generated anger and protest against the system of privileges.**

**4. subsistence crisis occurred frequently in France during the Old Regime.**

**5.The eighteenth century witnessed the emergence of social groups, termed the middle**

**class, who earned their wealth through trade. All of these were educated and believed that**

**no group in society should be privileged by birth. Rather, a person’s social position must**

**depend on his merit.**

**Q7. “The eighteenth century witnessed the emergence of social groups, termed the**

**middle class” explain**

**1. The eighteenth century witnessed the emergence of social groups, termed the**

**middle class, who earned their wealth through overseas trade, from manufacturing**

**of goods and professions.**

**2. This class was educated, believed that no group in society should be privileged by**

**birth.**

**3. They were inspired by the ideas put forward by the various philosophers.**

**Q8. “The ideas envisaging a society based on freedom and equal laws and opportunities**

**for all, were put forward by philosophers “explain with the help of examples**

**Or**

**Explain the contribution of some important philosopher of 18th century Europe.**

**Ans1.John Locke: (written a book named ‘Two Treatises of Government’) in which he**

**criticized the doctrine of the divine and absolute right of the monarch.**

**2. Jean Jacques Rousseau (written a book named ‘Social Contract’) in which he proposed a**

**form of government based on a social contract between people and their representatives.**

**3. Montesquieu (written a book named ‘The Spirit of the Laws’) in which he proposed a**

**division of power within the government between the legislative, the executive and the**

**judiciary.**

**Q9 Define ‘Subsistence crises. Why it occurred frequently in old regime in**

**France?**

**Ans-Subsistence crisis is an extreme situation where the basic means of livelihood are endangered.**

**Subsistence crisis occurred frequently in France during the Old Regime because**

**1. The population of France rose from about 23 million in 1715 to 28 million in 1789. This led to a**

**rapid increase in the demand for food grains hence shortage of food.**

**2.Most workers were employed as labourers in workshops whose owner fixed their wages. But**

**wages did not keep pace with the rise in prices. So the gap between the poor and the rich**

**widened.**

**3.Things became worse whenever drought or hail reduced the harvest.**

**Q10. DESCRIBE THE EVENT OF 5TH MAY 1789 IN FRANCE WHICH RESULTED IN THE OUTBREAK OF**

**THE FRENCH REVOLUTION.**

**ANS.**

**1. Louis XVI called an assembly of the Estates General to pass his proposals to increase taxes**

**on 5th May 1789.**

**2. The first and second estates sent 300 representatives each, who were seated in rows facing**

**each other on two sides, while the 600 members of the third estate had to stand at the**

**back.**

**3. Voting in the Estates General in the past had been conducted according to the principle that**

**each estate had one vote and same practice to be continued this time.**

**4. members of the third estate demanded individual voting right, where each member would**

**have one vote.**

**5. After rejection of this proposal by the king, members of the third estate walked out of the**

**assembly in protest.**

**Q11. EXPLAIN THE INCIDENT OF “INDOOR TENNIS COURT OATH” DURING FRENCH REVOLUTION.**

**OR (ANSWER IS SAME FOR BOTH THE QUESTIONS)**

**. WHY NATIONAL ASSEMBLY WAS FORMED BY THIRD ESTATE?**

**ANS. 1. On 20th June, the representatives of the third estate assembled in the hall of an indoor**

**tennis court in the grounds of Versailles where they declared themselves a National Assembly and**

**vowed to draft a constitution for France that would limit the powers of the monarch.**

**2. Mirabeau, a noble and Abbé Sieyès, a priest led the third estate.**

**3.While the National Assembly was busy at Versailles drafting a constitution, the rest of France**

**was in trouble.**

**Q12.” While the National Assembly was busy at Versailles drafting a constitution, the rest**

**of France was in trouble.” Explain the above statement in context to French revolution.**

**Ans.1. Severe winter destroyed the food crops which resulted in increase in the prices. The bakers**

**also hoarded supplies of breads for making greater profit.**

**2. After spending hours in long queues at the bakery, crowds of angry women stormed into the**

**shops.**

**3.At the same time, the king ordered troops to move into Paris. On 14 July, the agitated crowd**

**stormed and destroyed the Bastille.**

**Q13. What was the situation in countryside (rural area) during French revolution?**

**Ans. 1. In the countryside rumours spread from village to village that the lords of the manor were**

**on their way to destroy the ripe crops through their hired gangs.**

**2.Due to fear, peasants in several districts attacked the castle of nobles, looted hoarded grain and**

**burnt down documents containing records of manorial dues.**

**3.Large numbers of noble fled from their homes and many migrated to neighbouring countries.**

**Q14. “On 4**

**th august 1789 France adopted a new system of governance”. explain**

**Ans.1. Louis XVI finally recognised the National Assembly and accepted the constitution.**

**2.On 4th August, 1789, France passed the law for abolishing the feudal system of obligations and**

**taxes.**

**3.The member of clergy were also forced to give up their privileges.**

**4.Tithes were abolished and lands owned by the Church were confiscated.**

**Q15. Explain the incident “Storming of Bastille”.**

**Ans. 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 peoples’ militia. They broke into a number of government buildings in search of**

**arms. Finally, a group of several hundred people marched towards the eastern part of the city and**

**stormed the fortress-prison, the Bastille, where they hoped to find hoarded ammunition. In the**

**armed fight that followed, the commander of the Bastille was killed and the prisoners released –**

**though there were only seven of them. Yet the Bastille was hated by all, because it stood for the**

**despotic power of the king. The fortress was demolished and its stone fragments were sold in the**

**markets to all those who wished to keep a souvenir of its destruction.**

**Q16. “The National Assembly completed the draft of the constitution in 1791”. Explain the main features**

**of the new constitution.**

**Ans. 1. Its main object was to limit the powers of the monarch.**

**2. 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**

**3.The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly**

**elected.**

**4. citizens voted for a group of electors, who in turn chose the Assembly. Not all citizens, however, had the**

**right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer’s wage**

**were given the status of active citizens, that is, they were entitled to vote.**

**5. 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.**

**Q17. The new Constitution of France began with a Declaration of the Rights of Man and Citizen. Explain**

**these new rights guaranteed to the people of France.**

**Ans. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law, were**

**established as ‘natural and inalienable’ rights, that is, they belonged to each human being by birth and**

**could not be taken away. It was the duty of the state to protect each citizen’s natural rights.**

**Q18. Why were images and symbols were frequently used in the new constitution of France? Write in brief**

**about these symbols.**

**Ans. 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 to convey the content of the**

**Declaration of Rights(constitution).**

**Various symbols used were-**

**1. The broken chain- Chains were used to fetter slaves. A broken chain stands for the act of**

**becoming free.**

**2. The bundle of rods or fasces- One rod can be easily broken, but not an entire bundle. Strength**

**lies in unity.**

**3. 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.**

**4. Sceptre- Symbol of royal power**

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

**6. Red Phrygian cap- Cap worn by a slave upon becoming free.**

**7. Blue-white-red- The national colours of France.**

**8. The winged woman- Personification of the law.**

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

**Q19. “The situation in France continued to be tense even after the adoption of**

**constitutional Monarchy 1791”. Explain**

**1. Although Louis XVI had signed the Constitution, he entered into secret negotiations with the**

**King of Prussia.**

**2. Rulers of other neighbouring countries too were worried by the developments in France and**

**made plans to send troops to put down the events that had been taking place there since the**

**summer of 1789.**

**3. Before this could happen, the National Assembly voted in April 1792 to declare war against**

**Prussia and Austria.**

**4. Thousands of volunteers thronged from the provinces to join the army.**

**5. They saw this as a war of the people against kings and aristocracies all over Europe.**

**Q20. Explain in brief about the national anthem of France.**

**Ans. during 1792 revolution, among the patriotic songs common people sang was the Marseillaise,**

**composed by the poet Roget de L’Isle. It was sung for the first time by volunteers from Marseilles**

**as they marched into Paris and so got its name. The Marseillaise is now the national anthem of**

**France.**

**Q21. What was the role of the Jacobin clubs during the French Revolution?**

**Ans. 1. The Constitution of 1791 gave political rights only to the richer sections of society.**

**2. Political clubs were established by the people who wished to discuss government policies**

**and plan their own forms of action.**

**3.The most successful of these clubs was that of the Jacobins.**

**4.The members of the Jacobin club belonged mainly to the less prosperous sections of**

**society such as small shopkeepers, artisans as well as servants and daily-wage workers.**

**Their leader was Maximilian Robespierre.**

**5.Jacobins start wearing long striped trousers and came to be known as the sans-culottes,**

**literally meaning those without knee breeches.**

**Q22. Explain why constitutional Monarchy was abolished in France in 1792? Which**

**government system was adopted after it?**

**Ans.**

**1. In the summer of 1792, the Jacobins planned a revolt of a large number of the**

**people of Paris who were angered by the short supplies and high prices of food.**

**2. On August 10, they stormed the Palace of the Tuileries, massacred the king’s guards**

**and held the king himself as hostage for several hours.**

**3. Later the Assembly voted to imprison the royal family. Elections were held.**

**4. From now on all men of 21 years and above, regardless of wealth, got the right to**

**vote.**

**5. The newly elected assembly was called the Convention.**

**6. On 21st September 1792, it abolished the monarchy and declared France a republic.**

**7. Louis XVI was sentenced to death by a court on the charge of treason.**

**8. The queen Marie Antoinette met with the same fate shortly after.**

**Q23. “The period from 1793 to 1794 is referred to as the Reign of Terror**

**“. Why?**

**Ans. The period from 1793 to 1794 is referred to as the Reign of Terror.**

**1. Robespierre followed a policy of severe control and punishment.**

**2. 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.**

**3. If the court found them ‘guilty’ they were guillotined.**

**4. Robespierre pursued his policies so relentlessly that even his supporters began to**

**demand moderation.**

**5. Finally, he was convicted by a court in July 1794, arrested and on the next day sent to**

**the guillotine.**

**Q24. Explain the revolutionary changes introduced by Jacobine**

**government under the leadership of Robespierre.**

**Ans.**

**1. Robespierre’s government issued laws placing a maximum ceiling on wages and**

**prices. Meat and bread were rationed.**

**2. Peasants were forced to transport their grain to the cities and sell it at prices fixed by**

**the government.**

**3. The use of more expensive white flour was forbidden; all citizens were required to**

**eat the equality bread, a loaf made of wholewheat.**

**4. 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).**

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

**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.**

**Q25. “The fall of the Jacobin government in 1794, led to new situation in France”.**

**Explain.**

**Ans. 1. The fall of the Jacobin government allowed the wealthier middle classes to seize**

**power.**

**2.A new constitution was introduced which denied the vote to non-propertied sections of society.**

**3.It provided for two elected legislative councils which then appointed a Directory, an executive**

**made up of five members.**

**4.The Directors often clashed with the legislative councils, who then sought to dismiss them.**

**5.The political instability of the Directory gave the way for the rise of a military dictator, Napoleon**

**Bonaparte.**

**Conclusion- Rise and fall of Napoleon Bonaparte**

**Q26. Explain the rise of Napoleon Bonaparte as the moderniser of France and Europe.**

**Ans. In 1804, Napoleon Bonaparte crowned himself Emperor of France.**

**2.He set out to conquer neighbouring European countries, dispossessing dynasties and creating**

**kingdoms where he placed members of his family.**

**3.Napoleon saw his role as a moderniser of Europe.**

**4. He introduced many laws such as the protection of private property and a uniform system of**

**weights and measures provided by the decimal system.**

**5. 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.**

**Q27. What was the condition of women before the revolution in France?**

**Ans.1. Most women of the third estate had to work for a living.**

**2.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.**

**3.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.**

**4.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.**

**5.Women’s struggle for equal political rights continued. It was finally in 1946 that women in**

**France won the right to vote.**

**Q28. What changes came about in the status of women after the revolution?**

**Ans. 1. Women were disappointed that the Constitution of 1791 reduced them to passive**

**citizens.**

**2.In the early years, the revolutionary government did introduce laws that helped improve**

**the lives of women.**

**3.Together with the creation of state schools, schooling was made compulsory for all girls.**

**4. 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.**

**5.Women could now train for jobs, could become artists or run small businesses.**

**Q31. “The years following 1789 in France saw many such changes in the lives**

**of men, women and children. Explain with examples**

**Ans. 1. After the storming of the Bastille in the summer of 1789, immediately**

**censorship was abolished on all written material and cultural activities.**

**2. the Declaration of the Rights of Man and Citizen (new constitution) proclaimed**

**freedom of speech and expression to be a natural right.**

**3. Newspapers, pamphlets, books and printed pictures flooded the towns of France**

**from where they travelled rapidly into the countryside. They all described and**

**discussed the events and changes taking place in France.**

**4.Plays, songs and festive processions attracted large numbers of people. This was**

**one way they could grasp and identify with ideas such as liberty or justice**

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**Q32. What was the impact of the French revolution over Europe and other parts of**

**the world?**

**Ans. 1. The ideas of liberty and democratic rights were the most important legacy of**

**the French Revolution.**

**2. The idea that all individuals had rights and could claim equality became part of a**

**new language of politics.**

**3. These spread from France to the rest of Europe during the nineteenth century,**

**where feudal systems were abolished.**

**4.Colonised people reworked the idea of freedom from bondage into their**

**movements to create a sovereign nation state.**

**5.In India, Tipu Sultan and Rammohan Roy are two examples of individuals who**

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