



History

The French Revolution

1

NCERT SOLUTIONS



What's inside

- *In-Chapter Q's (solved)*
- *Textbook Exercise Q's (solved)*

IN-CHAPTER QUESTIONS

Activity 1

Explain why the artist has portrayed the nobleman as the spider and the peasant as the fly.

Ans.: The artist has portrayed the nobleman as the spider and the peasant as the fly because just as the spider feeds on the fly and fly does hard work for finding food, similarly in 18th century France the nobles fed on the hard word of peasants. Just as a fly works hard for food in the same way peasants used to work hard for their livelihood. But The First and Second Estate exploited the peasants. The peasants had to pay feudal taxes as well as giving their services to the nobles.

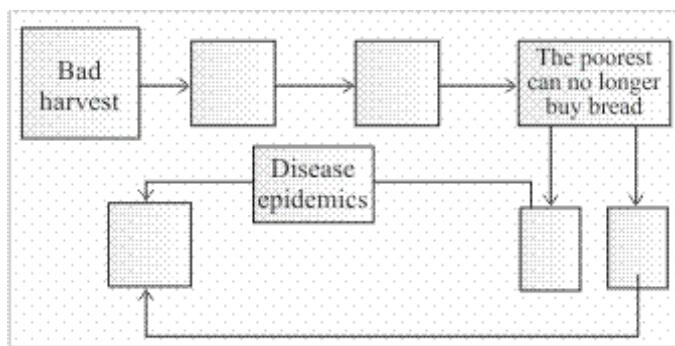


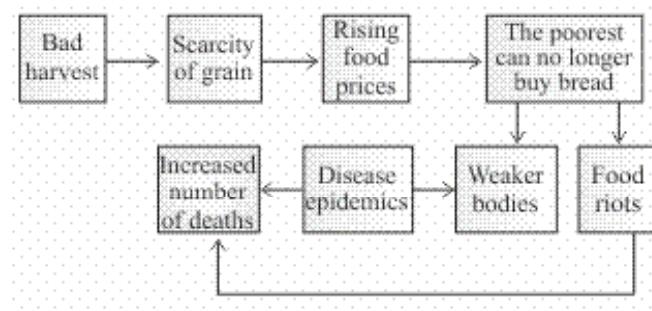
Fig. 4 : The course of a subsistence crisis

Activity 2

Fill in the blank boxes in the given figure. 4 with appropriate terms from among the following:

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

Ans. i:



Activity 3

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.: Here, Arther Young is conveying the message that any social system based on injustice will not stay long and its results can be terrible for the exploiters. Young mentioned slaves as peasants, servants and landless sharecropper. They were the underprivileged people of French society at that time. Young is criticising the social system, the nobleman and clergy. In 1787, he sensed the danger that exploited sections of the society would revolt against the government.

Activity 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, during the actual event Bailly would not have stood with his back to the assembled deputies. Here, in this picture the artist is trying to show that the Constitution formed in 1791 has 'turned its back' on the peasants, workers and women instead of meeting their aspirations. Despite the Declaration of Rights of Man and Citizen, the right to vote and stand for election remained only with the wealthier section of the society and others became just passive citizens of the society.

Activity 5

(A) Identify the symbols in Box 1 which stand for liberty, equality and fraternity.

Ans.: Liberty: Broken chain, Red Phrygian cap

Equality: Winged woman, Law tabler

Fraternity: Bundle of rods or fasces, National colours of France *i.e.* Blue-White -Red

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

Ans.: The left side of the painting of the Declaration of Rights of Man and Citizen symbolises the right to liberty, property, equality etc were incorporated in the new Constitution of France and the right side symbolises the law. The law tablet signifies equality before the law for all.

(C) 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.: The two documents are compatible and convey the same idea. The two documents say that human beings are born equal and all the citizens are equal

according to the law. However, the Constitution 1791 did not give a practical approach to these ideas of equality.

(D) 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 members of the Third Estate, who were rich and propertied, would have gained from this Constitution. Members of the First and Second Estates would have been Dissatisfied as their privileges were abolished and they had to pay taxes. Marat anticipates another revolution in which the poor will rebel against the rich persons of the Third Estate and overthrow them, just like they had done the noblemen and clergy.

(E) 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.: After seeing the impact of the events in France, kings, traders, peasants, nobles, clergy or other privileged sections would become terrified with what happened in France could also happen with their countries. The peasants of these countries would also welcome the developments just like peasants did in France. They would also revolt against the privileged sections of the society, overthrow them and would get freedom.

Activity 6

Look carefully at the painting(Fig.10)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.: In the given painting, the scroll in the right hand of the lady symbolises the Declaration of Rights of Man and Citizen. Pyramid in the background with its three equal sides stands for equality. In her left hand holding aloft a red cap symbolises the torch of freedom and the female figure of liberty symbolises the equality of women and men.

Activity 7

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 do Desmoulins perceive liberty? Refer once more

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

Ans.: Robespierre believed that terror can be used by the government to preserve the ideals of the revolution and it is justified. However, Desmoulins saw liberty as the right to do anything based on equality, reason and justice without harming others. According to Robespierre, 'the war of liberty against tyranny' meant that they should kill the enemies of the republic' whereas, Desmoulins perceived liberty as happiness, reason, equality and justice as laid down in the Declaration of Rights.

Activity 8

Describe the persons represented in the given figure 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.: In the given figure, they are all women and belong to the underprivileged section. The agricultural equipment in their hands indicated that they all are peasants. Their clothes also indicate their poverty. Here, one woman is holding a symbol of justice which depicts that they are striving for it. The women on the horse symbolise power and strength and the drums symbolise that they are proclaiming their march. The actions of the women do not reflect traditional ideas of how women were expected to behave in public. Yes, the artist sympathises with these underprivileged women.

Activity 9

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

Ans.: The Major comparison between the two manifestos is that the manifesto drafted by Olympe de Gouges mentions equality for women and mentions women in the first place. He believed that men and women have equal rights to get public status according to their qualifications. Whereas in the Declaration of the Rights of Man and Citizen women are not mentioned at all but it talks about men only.

Activity 10

Imagine yourself to be one of the women in the given figure formulating a response to the arguments put forward by Chaumette (Source G).

Ans.: The arguments given by Chaumette are not rational. He has talked about only the biological role of women but as an individual women has equal rights like men. They must be treated equally. Women are not only capable of doing traditional works like bearing and nurturing a child, looking after their families but they are equally capable as men to carry out other important tasks of life.

Activity 11

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 given print symbolizes the superiority of French people against the slaves from Africa and Caribbean. French people considered them uncivilized. The slogan 'The Rights of man' symbolizes the fact that the former slaves will have equal rights because now they are free from European settlers. European clothes lying on the floor symbolize the European culture which is compared to the slaves. This depicts the racial and condescending attitude of the French people towards slaves.

Activity 12

Describe the picture(fig. 15) 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 the given picture, greed is symbolised by the fat clergyman standing on the left. The two men with him depict the government officials who have confiscated the assets of the Church. The fat reducing press in the middle symbolises justice and the man and woman standing on the right side symbolise equality between man and woman.

TEXTBOOK EXERCISE

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

Answer:

The French Revolution took place due to Political, social, economical and intellectual factors. Some of the factors are as following:

- Louis XVI, the king of France was an autocratic and inefficient ruler who could not compromise with his luxurious life with his queen Marie Antoinette. People were frustrated with his system of administration as it was based on inequality.

This frustration of people turned into a revolt against the government.

- When Louis XVI ascended the throne he found the royal treasury empty due to long wars and extravagant ways of maintaining his luxurious palace of Versailles and lifestyle.
- Louis XVI decided to increase taxes to meet their expenses such as the cost of maintaining an army, running government offices and universities etc.
- The French society was divided into three estates: The first and second estate i.e. clergy and nobles were the privileged sections of the society. They were exempted from paying taxes. The third estate consisted of lower and middle classes. The burden of paying taxes was borne by the third estate only. They did not have any political rights and social status.
- The third estate had the most educated and prosperous members who disapproved of the theory of absolute monarchy. They felt that an individual's social status must depend on his merit. They had some significant ideas of freedom and equality by philosophers like Rousseau, Voltaire, Locke and Montesquieu. The members of the Third Estate established clubs where they discussed ideas of philosophers and popularised them among the common mass. The third estate members demanded equal voting rights. This struggle of the third estate became the immediate cause of the French Revolution.

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?

Answer:

The prosperous members of the third estate also known as the new middle class benefited the most from the French Revolution. This section comprised teachers, doctors, lawyers, officers, traders etc. Initially, they were exploited by both clergy and nobles. They had to bear the load of taxes and were not given equal rights as the first and the second estate. But after the French Revolution they achieved freedom, equality, right to vote, political rights and equality to women was also given.

Among the three estates, members of the first and second estate were forced to relinquish their power. With the abolition of the feudal system of tax, they came on the same level with the middle class. They had to give up their privileges and their executive powers were also taken away.

With the outcome of the French Revolution the first and second estate were highly disappointed because all of their privileges and power were taken away.

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

Answer:

The French Revolution not only affected France and changed the whole political, social and economic system. It also had affected the people of the whole Europe in the 19th and 20th century. It inspired the rest of Europe and other neighbouring countries to overthrow their oppressive power. The main ideals of the French Revolution *i.e.* Liberty, Equality and Fraternity motivated the political and social movements in the world. Colonised nations worked on these ideals to get freedom from bondage. The French Revolution made this idea clear that sovereignty comes from the people from below but not from above.

The French Revolution also gave another important legacy *i.e.* the idea of nationalism. Due to nationalism people began to question absolute power. The Impact of the French Revolution could also be seen in India too where Tipu Sultan and Raja Ram Mohan Roy were inspired by the ideas of revolution.

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

Answer:

Some of the democratic rights which we enjoy today can be traced to the French Revolution are as follows:

- **Right to Equality:** Right to equality includes equality before law, equality of opportunity, prohibition of discrimination etc.
- **Right to Freedom:** In the Indian Constitution Right to Freedom includes freedom of speech and expression, faith belief and worship.
- **Spirit of Fraternity:** In the Indian Constitution spirit of fraternity helps in abolishing untouchability and anti-social feelings.
- **Right against Exploitation**
- **Right to Vote**
- **Cultural and Education Right**

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

Answer:

Yes, I would agree with the view that the message of universal rights was beset with contradictions. In the Declaration of Rights of Man and Citizen many ideals were unclear in their meaning. Some of them are:

- Women were still not given equal rights as men enjoyed in society. They were regarded as passive citizens.
- The French Revolution could not establish economic equality. There was still a large gap between the upper and lower section of the society.
- All citizens did not get the right to vote. Only men above 25 years, who paid taxes were allowed to vote. To be a member of the Assembly and eligible as an elector, a man had to belong to the highest section of tax payers.
- Slavery existed in France even after the French Revolution.

6. How would you explain the rise of Napoleon?

Answer:

The French Revolution became an indirect result for the rise of Napoleon Bonaparte as an emperor. Due to revolution, there was political, social and economic instability in France which led to struggle for power. Napoleon took advantage of the situation and crowned himself as the Emperor of France in 1804. He started conquering the neighbouring European countries except Britain and Russia. He was a brilliant general. In political, social and economic fields, he made certain reforms which were associated with the French Revolution. Napoleon continued the old taxation policy of revolution. Napoleon viewed himself as a modernizer of Europe. However, he could not rule for longer as Britain, Russia, Russia and Austria jointly defeated him in 1815 at Waterloo.

Activity-1

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

Ans. : Napoleon Bonaparte

Napoleon was born on 15th August, 1769 to Carlo maria and Letizia Ramolino. He led many successful campaigns against the enemies of the French revolution and crowned himself as an emperor of France. He used to speak French and was very well educated. Napoleon introduced many laws like the private property, uniform system of weights and also the measures provided by the decimal system. The armies of Napoleon were observed everywhere by the enemy force and finally defeated at Waterloo in 1815.

Activity-2

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. : Russian Revolution:

The Russian Revolution took place in the year 1917. In 1917, two revolutions swept through Russia, ending centuries of imperial rule and setting into motion political and social changes that would lead to the formation of the Soviet Union.

While the two revolutionary events took place within a few short months, social unrest in Russia had been simmering for decades. In the early 1900s, Russia was one of the most impoverished countries in Europe with an enormous peasantry and a growing minority of poor industrial workers.

Students can conduct an interview (imaginary) in the presence of their History teacher and could use information from the Library or Internet.



Socialism in Europe and the Russian Revolution

2

NCERT SOLUTIONS



What's inside

- In-Chapter Q's (solved)
- Textbook Exercise Q's (solved)

IN-CHAPTER QUESTIONS

Activity 1

List two differences between the capitalist and socialist ideas of private property.

Ans.: Some of the differences between capitalist and socialist ideas of private property were:

Capitalist Ideas:

- Capitalists believed in private property. They were the owners of those industries in which they have invested.
- They believed that profits made by industry should be enjoyed by owners only.
- They believed in class-based society.

Socialist Ideas:

- Socialists did not believe in private property. They thought that all properties and means of production should be socially controlled.
- They believed that profits made by industries should be divided among workers because profit is the end result of their hard work.
- They believed in classless society.

Activity 2

Imagine that a meeting has been called in your area to discuss the socialist idea of doing away with private property and introducing collective ownership. Write the speech you would make at the meeting if you are:

- a poor labourer working in the fields
- a medium-level landowner
- a house owner

Ans.: A poor labourer working in the fields: My dear friends, when nature has not done any partiality in giving resources to anyone then how can some people have more lands than others? All the hard work such as planting seeds, watering the crops, protecting and harvesting them are done by workers like me. The owners get all the profit of their hard work. So, we labourers should get the share of profit from the selling of crops instead of getting a small wage. For this, the ownership of private properties should be abolished and collective ownership of the fields should be introduced to all who are working on it. Thank you.

A medium-level landowner: Respected friends, you all are well aware that in agriculture only lands are not important but also many resources such as labour, seeds, fertilisers, etc are important. I do not agree with the abolition of private

property. It will reduce crop production and it is not rational to do so. Landless workers can increase the crop production after having the land but how will they manage to buy the seeds, fertilisers etc. So, along with collective ownership, this problem should also be solved.

A House Owner: Respected friends, I believe everybody has the right to live with the basic necessities of food, clothing and shelter but not at the expense of others property. Those landless people should be given a chance to earn their living. We have earned our properties through the sincere efforts of our forefathers and these lands should not be taken away from us. Thank you.

Activity 3

Why were there revolutionary disturbances in Russia in 1905? What were the demands of revolutionaries?

Ans: The reasons behind the revolutionary disturbances in Russia in 1905 were:

- The prices of essential goods increased due to that the real wage decreased by 20%.
- Russia's defeat in the Russo- Japanese war in 1904 due to a poorly organised Russian army.
- Workers were dismissed at the Putilov Iron Works which led to revolt in Russia.
- The Russian workers demanded a reduction in working hours and improvement in the working conditions. They also wanted an increase in daily wages.

Activity 4

The year is 1916. You are a general in the Tsar's army on the eastern front. You are writing a report for the government in Moscow. In your report suggest what you think the government should do to improve the situation.

Ans.: A report for the government in Moscow from the war front

Sir,

Our army is continuously fighting the battle with great courage but there are still a number of casualties. The defeat of our army in the battle at the hands of the Germans is quite demoralising. Although, our armies have destroyed the buildings and crops before leaving the place to prevent Germans from living off our lands. But now our soldiers do not want to fight such a war. I suggest that government should take following steps to improve the situation:

- The Army Chief should continue the war from the trenches dug in the ground so

that we can prevent the killing of our soldiers.

- Provide better arms and ammunition to attack the Germans.
- Provide better nutritious food and winter clothes in adequate quantities.
- Provide better modes of transportation to reach the war front.

I hope some steps will be taken by the Army Chief from the following suggestions, as our fighting and winning the war is very much dependent on these suggestions.

Activity 5

Look again at Source A and Box 1.

(a) List five changes in the mood of the workers.

(b) Place yourself in the position of a woman who has seen both situations and write an account of what has changed.

Ans.: (a) Five changes in the mood of the workers were:

- Earlier, there was no mention of women workers but now a women worker Marfa Vasileva, initiated the strike.
- Earlier there were meetings held in an organised way for workers but now the workers went on strike for their rights.
- Earlier there was no unity between men and women workers but now the women workers presented red bows to men workers to show unity. Also, men workers downed their tools in support of women workers.
- Now the women workers were more active and determined. Instead of talking, they took action.
- Earlier, the workers used to be fearful from the management but now they stopped the work, showing their fearlessness.

(b) I have experienced both the situation and after that I feel that earlier, workers vent out their problems by just organising meetings and discussing them but now they are fearless and rebellious in nature. They are willing to sacrifice their jobs and support each other. I have also seen unity between men and women.

Activity 6

Read the two views on the revolution in the countryside. Imagine yourself to be a witness to the events. Write a short account from the standpoint of:

- an owner of an estate
- a small peasant

- **a journalist**

Ans.: Sample views on the revolution are given below:

- (a) **An Owner of an Estate:** Due to revolution, my labourers took away my land. Though they spared me and my family, now I am completely dependent on their mercy. They cut my huge tree and distributed the logs amongst themselves. They destroyed all my buildings. Now I even do not know whether they will give back my land in future or not.
- (b) **A Small Peasant:** Finally, our struggle comes to an end. Now together we all labourers can earn more by sharing profits from the selling of grains. Earlier, landowners used to take all the profits of our hard work without doing anything. But now due to revolution this has changed for our betterment.
- (c) **A Journalist:** The news of the revolt has been welcomed in the village by peasants as they overpowered the landowners and took over the industries to run them collectively. Now the profits have been divided among the peasants. Surely, the revolution has cleared up the way for the property of peasants at the expense of the landowners.

Activity 7

Why did people in Central Asia respond to the Russian Revolution in different ways?

Ans.: The people in Central Asia were very happy with the revolution and responded enthusiastically as it freed them from the reign of Tsar and they became masters of their own lands again. However, they responded negatively to the October Revolution as it resulted into many criminal activities such as robbery, violence etc. It also led to extra taxes and dictatorial power to rule over them.

Activity 8

Compare the passages written by Shaukat Usmani and Rabindranath Tagore. Read them in relation to Sources C, D and E.

(a) **What did Indians find impressive about the USSR ?**

(b) **What did the writers fail to notice?**

Ans.: (a) After reading the passages we got to know that Shaukat Usmani was very much impressed by the fact that Asians were very happy with the freedom of Europeans. He felt as if he was looking at real equality. At the end of the Russian Revolution, India was ruled by the British and there was a vast caste and class difference in the society. People were ignorant and backward. But still they were impressed by the fact that all the people

were treated equally in Russia. Despite poverty, people were seen as more satisfied and happier. Rabindranath Tagore was happy with the fact that Poor people were not being oppressed by wealthy people. Those people who were off stage for many years were seen upfront now.

(b) The two writers failed to notice that Bolsheviks ruled in Russia like dictators.

In the name of socialism they followed repressive policies. Their ways were neither constant nor just. The hard working lives and poverty of people went unnoticed by these two writers.

TEXTBOOK EXERCISE

1. What were the social, economic and political conditions in Russia before 1905?

Answer:

(a) **Social Conditions:** The Russian society was divided into three classes: Working class, Nobles and Clergy. In Russia 85% of the Population was dependent on agriculture. But most of the peasants were landless and used to work on landowners' land. They were ill treated by landowners.

(b) **Economic Conditions:** Before 1905, most of the population was dependent on agriculture but after industrialization, many factories were set up. The wages of the workers were very less as compared to the working hours and working conditions. The state treasury was bankrupt due to heavy expenses.

(c) **Political Conditions:** There was an autocratic rule by Tsar Nicholas II in Russia. The Russian empire was vast and feudal. He used strict rules to oppress the people of Russia. There was a ban on giving speech, writing and individual freedom. People were dissatisfied due to his autocratic rule. The defeat of Russia in the Russo-Japanese War of 1904 also eroded the prestige of Tsar.

2. In what ways was the working population in Russia different from other countries in Europe, before 1917?

Answer:

Before 1917, the situation of the working population of Russia was miserable in comparison to the other countries in Europe. Here are some of the differences between the working population of Russia and of other countries in Europe:

- About 85% of the population of Russia was dependent on agriculture while in Germany and France only 40% to 50% of the population was engaged in agriculture.
- Industrialisation happened late in Russia and industries were set up in small

numbers. Workers were divided on the basis of social groups. About 31% of the factory labour force was women but still they were paid less than men.

- Despite such social divisions, workers were united enough to stop work when they disagreed with the factory owners about dismissal or working conditions or wages. The working hours in Russia were 15 hours whereas in other countries of Europe it was 10 to 12 hours.
- During Russian Revolution, the peasants wanted lands of nobles, they denied to pay rent and even murdered their landlords whereas during French Revolution, the French peasants respected nobles and also fought for them.

3. Why did the Tsarist autocracy collapse in 1917?

Answer:

The Tsarist autocracy collapsed in 1917 due to following reasons:

- Tsar Nicholas II was an inefficient and autocratic ruler who believed in the divine rule of the king. He used autocratic ways to handle people and crush the weaker section. A large section of the society became hostile to the Tsar which led to the end of Tsarist autocracy.
- The defeat of Russia in the First World War was very demoralising and shocking. The war led to 7 million casualties and 3 million refugees. The rest of the population became hostile to the Tsar.
- Due to the participation of the strong men in the war, there was a shortage of labour in factories which led to the shutdown of many industries.
- Large amounts of grains were sent to the army base to feed soldiers which led to the scarcity of food in cities for common people. This scarcity led to the riots at bread shops. People were dissatisfied with the policies of the Tsar.

4. Make two lists: one with the main events and the effects of the February Revolution and the other with the main events and effects of the October Revolution. Write a paragraph on who was involved in each, who were the leaders and what was the impact of each on Soviet history.

Answer:

The main events and the effects of the February Revolution:

- **February, 1917:** There was food shortage in the workers' quarters.
- **22nd February, 1917:** Lockout of a factory happened on the right bank of the river Neva.
- **23rd February, 1917:** the workers of 50 factories went on strike in sympathy.
- **24th and 25th February, 1917:** Protesters came back to the streets and were

dispersed by the police to impose curfew. Government suspended the Duma. Politicians criticised this step of government.

- **26th February, 1917:** Protestors returned to the streets in force.
- **27th February 1917:** Protestors destroyed the headquarters of the police.
- **2nd March, 1917:** Finally, the Tsar gave up his throne. The Provincial Government was formed by Soviet leaders and Duma leaders to run the country.

The main events and effects of the October Revolution:

- **September, 1917:** Lenin started discussing a revolt against the Government.
- **16th October, 1917:** Lenin persuaded the Petrograd Soviet and Bolshevik Party members for a socialist seizure of power. This led to the formation of a Military Revolutionary Committee.
- **24th October, 1917:** The October revolution started. Two buildings of Bolshevik newspapers were seized by the military men of the Government. On the same day, Pro-government troops were sent to protect the Winter Palace and take over the telephone and telegraph offices.
- The Military Revolutionary Committee arrested the ministers and seized the government offices.
- The revolutionaries took over the different military points. In the following year, the Bolsheviks became the only party to participate in the elections to the All Russians Congress of Soviet. Thus, Russia became a one-party state.

5. What were the main changes brought about by the Bolsheviks immediately after the October Revolution?

Answer:

Some of the main changes brought about by the Bolsheviks immediately after the October Revolution are:

- Bolsheviks were against private property so in 1917 they nationalised most of the banks and industries.
- Private properties of nobility and clergy were declared state property. In cities, huge houses were partitioned to accommodate other families.
- The use of aristocratic titles was banned. To declare the social change, new uniforms were introduced for the army and the officials.
- The name of the Bolshevik party changed its name to the Russian Communist Party. Russia became a one-party state.
- Trade unions were kept under party control. Those who criticised Bolsheviks were punished by the police.

6. Write a few lines to show what you know about:

- kulaks
- the Duma
- women workers between 1900 and 1930
- the Liberals
- Stalin's collectivisation programme.

Answer:

Kulaks: Kulaks refer to the well to do peasants in Russia. From 1927 to 1928 there was a scarcity of food grains so Stalin took the decision to develop modern farms and run them along industrial lines. So to do this it was necessary to eliminate Kulaks. Many kulaks' properties were confiscated. During the reign of Lenin, lands of Kulaks were taken away from them and converted into large modern farms under the collectivisation programme. In opposition to this programme, many Kulaks destroyed their livestock. Those who criticised this programme were punished or deported.

The Duma: After the revolution of 1905, the Duma was an elected consultative Parliament. It was created by the Tsar. Its members had the responsibility of making laws. The Tsar dismissed the first Duma within 75 days and re-elected the second Duma after 3 months. They changed the voting rights and packed the third Duma with conservative politicians. In February, 1917 the Duma was finally suspended.

Women workers between 1900 and 1930: In Russia when Industrialization started, it brought men, women and children to the factory. 31% of the workforce was women in the factories but still they were paid less than men. Most of the Russian women worked in their farms and those who did not have any land worked in the lands of nobles and the Churches. In January 1905, male workers took a peaceful demonstration and wives of these workers participated in it. They faced outrage from the government troops along with their children. During the February Revolution, women led the way to strike in many factories.

The Liberals: The people who wanted change in society during the 18th and 19th century were called liberals. They were against the power of dynastic rulers. They wanted a nation which can accumulate all the religions. They favoured a parliamentary system of government and an independent judiciary. They wanted voting rights to be given only to men who have property.

Stalin's Collectivisation Programme: During the period of 1927-1928, Russia was facing the problem of scarcity of grains. The peasants refused to sell their grains at a price fixed by the government. Stalin believed that there were about

25 million land holdings, most of which were very small and less productive. So, to increase the production, it was important to introduce farm machinery. He introduced the concept of collectivisation of lands (Kolkhoz). It was necessary to eliminate the Kulaks, take away the lands from peasants and establish large farms controlled by the state. From 1929, peasants were forced to work in collective farms and the profit was shared among them. Those who criticised collectivisation were severely punished. Though Stalin allowed some independent farming, he treated them unsympathetically.

Activity-1

Imagine that you are a striking worker in 1905 who is being tried in court for your act of rebellion. Draft the speech you would make in your defence. Act out your speech for your class.

Ans.: Your Honour and respected citizens, I am innocent. I am a peasant who works hard in the field for a living. I get such low wages that I am not even able to give my children proper food. I have not committed any crime although I am being tried for stirring up rebellion. As per the increased price of bread, our wages should also be increased so that we do not have to starve. I am forced to work for more than 12 hours a day with poor working conditions. This is inhuman. I just demanded good working conditions, increased wages with 8 hours of work. Have I committed any crime by asking this much? Now I leave everything up to you to decide whether I have committed any crime or not.

Activity-2

Write the headline and a short news item about the uprising of 24 October, 1917 for each of the following newspapers

- a Conservative paper in France
- a Radical newspaper in Britain
- a Bolshevik newspaper in Russia

Ans.: do it yourself.

Activity-3

Imagine that you are a middle-level wheat farmer in Russia after collectivisation. You have decided to write a letter to Stalin explaining your objections to collectivisation. What would you write about the conditions of your life? What do you think would be Stalin's response to such a farmer?

Ans.: Honourable Stalin,

Sir,

I am a middle-level wheat farmer and I grow crops of wheat in my fields. I save some money after doing hard work in the fields for the needs of my family. Now due to your policy of collectivisation I am not able to get profit from my fields. It is my humble request to you to free my land from collectivisation so that I can take care of my family. Thank you.

In my opinion Stalin would not abolish the policy of collectivisation and would ignore his letter.



Nazism and the Rise of Hitler

3

NCERT SOLUTIONS



What's inside

- *In-Chapter Q's (solved)*
- *Textbook Exercise Q's (solved)*

EduCart

IN-CHAPTER QUESTIONS

Activity 1

Read Sources A and B.

- (a) What do they tell you about Hitler's imperial ambition?
(b) What do you think Mahatma Gandhi would have said to Hitler about these ideas?

Ans.: (a) Hitler was an imperialist. He wanted to establish his rule all over the world. Hitler was comparing the size of Germany to Russia and wanted to make Germany a world power. He also wanted to increase the activities of Nazi Germany. He believed that no one has got this earth in gift but one who has power can acquire it.
(b) Gandhiji always followed the path of non-violence. Gandhi would have told Hitler that instead of showing aggression and violence towards other countries, he should adopt the path of non-violence as violence begets violence.

Activity 2

See the next few pages and write briefly:

- (a) What does citizenship mean to you? Look at Chapters I and 3 and write 200 words on how the French Revolution and Nazism defined citizenship.
(b) What did the Nuremberg Laws mean to the 'undesirables' in Nazi Germany? What other legal measures were taken against them to make them feel unwanted?

Ans.: (a) Citizenship refers to the right to live freely in the country where I was born, or I want to live. Both the French Revolution and Nazism defined citizenship in different manners.

French Revolution: The French Revolution defined citizenship as men and women having equal rights, as they are born equal. The citizen rights include liberty, security, right to own property, freedom of expression, etc. They believed in the law, and no one is above the law.

Nazism: Nazism defined citizenship with a viewpoint of racial discrimination against all except the 'pure Aryan' Nordic race. According to Nazis, Jews and other 'undesirable' people should be eliminated from society. They should not be considered citizens of Germany. To eliminate them, the Nazis gave them very harsh treatment. They captured them in gas chambers or were publicly persecuted.

(b) According to the Nuremberg Laws, those who were considered as ‘undesirable’ had no right to live like a citizen of Germany. The ‘undesirables’ included Jews, Gypsies, Blacks, and other nationalists like Polish and Russian. The following laws were promulgated in 1935:

- Only Germans or related blood would be able to enjoy the protection of the German empire.
- Germans were not allowed to marry ‘undesirables’. Extramarital affairs between them were also forbidden.
- Boycott of Jewish business.
- Jews were expelled from government services.
- Forcibly seizing and selling the properties of Jews.

Activity 3

(a) If you were a student sitting in one of these classes, how would you have felt towards Jews?

(b) Have you ever thought of the stereotypes of other communities that people around you believe in? How have they acquired them?

Ans. :(a) If I were a student sitting in one of these classes, I would have felt terrible about the harsh treatment given to them. I would have criticized this behaviour of Nazis and raised my voice against it. I would have also tried to help and also would have tried to solve this problem.

(b) I have thought of the stereotypes of other communities. They are usually acquired from other ancestors and the traditions and customs of the community to which they belong.



Fig. 25 : 'Desirable' children that Hitler wanted to see multiplied.



Fig. 26 : A German-blooded infant with his mother being brought from occupied Europe to Annexed Poland for settlement.



Fig. 27 : Jewish children arriving at a death factory to be gassed.

Activity 4

Look at image 23,24, and 27. Imagine yourself to be a Jew or a Pole in Nazi Germany. It is September 1941, and the law forcing Jews to wear the Star of David has just been declared. Write an account of one day in your life.

Ans.: The rule of Hitler on us Jews has been very painful. Recently, the Nazis made a law that we have to wear the Star of David. This has been distributed by them from house to house. We were isolated from society. All the Germans used to look at us with hatred. Our properties and other resources were snatched away. We were forced to live a life of poverty. We were living in constant fear that one day the government would capture us and sent to gas chambers or concentration camps. Today, my whole day passed in fear and hunger because we did not have anything to eat.

Activity 5

How would you have reacted to Hitler's ideas if you were:

- A Jewish woman
- A non-Jewish German woman

Ans. :

- **A Jewish Woman:** Hitler's ideology is condemnable. His ideas were against the Jews and women. He considered Jews and others as 'undesirable'. If I were a Jewish woman, I would have stood against Hitler's ideology. I would have looked for a safer nation as I felt insecure in Germany.
- **A Non- Jewish German Women:** According to Nazi ideology, women only had to be good mothers to give birth to German Children. Women were not freed to do anything else. If I were a German woman, I would have tried to give support to Jews and helped them because they are equal to Germans, they are not 'undesirable'.

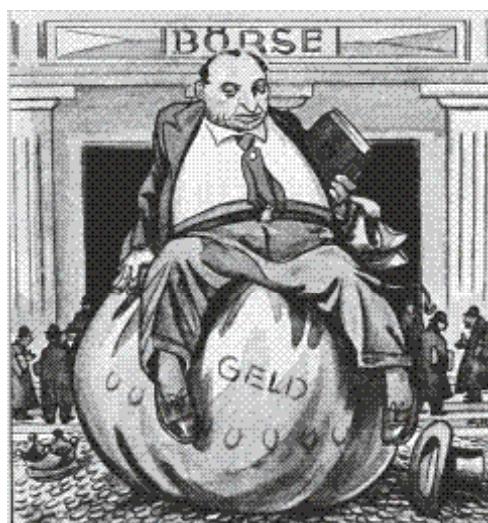


Fig. 28 : A Nazi poster attacking Jews.

Caption above reads: 'Money is the God of Jews. In order to earn money he commits the greatest crimes. He does not rest, until he can sit on a big sack of money, until he has become the king of money.'

Activity 6

What do you think this poster is trying to depict?

Ans.: This poster(fig.28) is making fun of Jews. This poster depicts that Jews were only busy in making money and money was everything for Jews. They could have done anything for money. Through this poster they tried to show that Jews were greedy. The fat man sitting on a sack full of money shows the excessive greed of Jews.

GERMAN FARMER YOU BELONG TO
HITLER! WHY?

The German farmer stands in between two great dangers today:

The one danger American economic system – Big Capitalism!

The other is the Marxist economic system of Bolshevism.

Big Capitalism and Bolshevism work hand in hand:

they are born of Jewish thought and serve the master plan of world Jewery.

Who alone can rescue the farmer from these dangers?

NATIONAL SOCIALISM.

From: a Nazi leaflet, 1932.

Fig. 29 : The leaflet shows how the Nazis appealed to the peasants.



Fig. 30 : A Nazi party poster of the 1920s. It asks workers to vote for Hitler, the frontline soldier.

Activity 7

Look at fig. 29 and 30 and answer the following:

What do they tell us about Nazi propaganda? How are the Nazis trying to mobilize different sections of the population?

Ans.: The first poster is addressed to the German farmers, while the second poster is addressed to the German workers. These posters depict that through this kind of propaganda Nazis were trying to win the support of the working class.

The second poster is telling the workers to vote for Hitler who fought bravely in the First World War and acted like a messiah. While, the first poster is trying to condemn the communists and capitalists because they are against the Nazis.

Activity 8

Why does Erna Kranz say, ‘I could only say for myself’? How do you view her opinion?

Ans.: Erna Kranz said so because she personally experienced that after the First World War and Versailles Treaty Germans were feeling humiliated, then Hitler came as a ray of hope for them. He increased the wages of workers. It seemed as if the Germans got their aim back. Erna Kranz was very young at that timeS and could not see the reality of that time and how other people were coping.

TEXTBOOK EXERCISE

1. Describe the problems faced by the Weimar Republic.

Answer:

The problems faced by the Weimar Republic are as follows:

- Germany and the Central Powers were defeated in the First World War by the allied countries in 1918. This war resulted in draining all the resources of Europe.
- This republic was not received well by its own people largely because people were forced to accept the terms after Germany’s defeat at the end of the First World War.
- Germany was forced to do the peace treaty at Versailles with the Allies which was a harsh and humiliating peace. Germany was at loss.
- Germany lost its overseas colonies, 13% of its territories, one-tenth of its population, 75% of its iron, and 26% of its coal to France, Denmark, Poland, and Lithuania.
- The Allied Powers demilitarized Germany to weaken its power. The War Guilt Clause held Germany responsible for the war and all the damages done to the Allied countries. Germany was forced to pay £6 billion as compensation.
- In the conservative nationalist circle, supporters of the Weimar Republic, mainly socialists, Catholics, and Democrats became an easy target of attack. They were ridiculed and called ‘November Criminals’.

2. Discuss why Nazism became popular in Germany by 1930.

Answer:

Hitler introduced Nazism in Germany to establish his dictatorship. Nazism was a political system that propagated extreme hatred against the Jews. The main reasons for popularity of Nazism are as follows:

- **The Treaty of Versailles:** After the defeat of Germany in the First World War, Germany had to sign the Treaty of Versailles. This treaty was very harsh and humiliating for Germans. Germans saw Hitler as a revolutionary who would restore the lost prestige of Germany.
- **Personality of Hitler:** Hitler was a powerful orator. His words moved people. He promised to all the German people to build a strong nation, restore the dignity of the German people and undo all the injustice done by the Versailles Treaty. He joined a small group called the German Workers Party in 1919. He eventually took over the party and renamed it the National Socialists German Workers' Party. Later, this party came to be known as Nazi Party. He promised to give employment to all the unemployed people looking for work and secure their future. He promised to eliminate all foreign influences and resist foreign conspiracies against Germany. The supporters of Hitler projected him as a messiah, a savior. This image captured the imagination of those people who lost their sense of dignity and pride, and who were living in an economic and political crisis.
- **Economic Crisis:** The economic support of the USA to Germany was withdrawn when the US share market crashed in 1929. From 1929 to 1932, the national income of the USA fell by half. Their factories shut down, exports decreased, farmers were in miserable conditions and speculators withdrew their money from the market. This recession in the US was felt by the whole world. The worst effects of this crisis were seen in the German economy. In 1932, their industrial production reduced to 40%. Workers lost their jobs or were paid less. The number of unemployed persons reached 6 million. When the currency lost its value, the middle-class people saw their savings decreasing. The businessman and self-employed persons suffered.
- **Political Instability:** The Weimar Republic was fragile too politically. It had some inherent defects which resulted in political instability. One defect was proportional representation, another was Article 48, which gave the President to impose an emergency, suspend civil rights and rule by command. People lost confidence in the democratic parliamentary system, which seemed to offer no solutions.

3. What are the peculiar features of Nazi thinking?

Answer:

Some of the peculiar features of Nazi thinking are:

- According to this Nazi ideology, there was no equality but only a racial

hierarchy. That's why blond, blue-eyed, Nordic German Aryans were considered superior to all while Jews were considered inferiors. Jews were considered an anti-race, the arch-enemies of the Aryans. All other coloured people were placed in between depending upon their external features.

- The Nazi idea was simple. It says that the strongest race would survive, and the weaker ones would die. They considered Aryans to be the finest and they had to retain their purity and dominate the world.
- Hitler believed that new territories had to be acquired so that they can increase the area of their mother country. This would also enable the settlers on new lands to retain an intimate link with the place of their origin. It would also increase the resources and power of the nation.
- Hitler wanted a society of pure and healthy Nordic Aryans. According to his ideology, only Aryans were seen as worthy of prospering and multiplying against all others who were specified as 'undesirable'.
- Apart from Jews, there were other communities that were considered 'undesirable'. There were many Gypsies and blacks living in Nazi Germany, considered 'inferiors' based on their race. They were widely persecuted.
- Hitler was obsessively interested in the youth of the country. He believed a strong Nazi society could only be built by teaching children Nazi ideology. This could be done by controlling children both inside and outside school. Children were divided on the basis of their races.
- Good German children were given schooling based on Nazi ideology. School textbooks were rewritten. Racial science was introduced into the curriculum for children.
- Youth organizations were given responsibility for educating German youth in the 'spirit of National Socialism'. Ten-year-olds had to enter Jung Volk. At the age of 14, boys were forced to join the Nazi Youth Organization.
- According to Hitler, the fight for equal rights for men and women was wrong and would destroy society. Boys were taught to be violent and masculine while girls were taught from starting that they had to become good mothers and produce pure-blooded Aryan Children.

4. Explain why Nazi propaganda was effective in creating a hatred for Jews.

Answer:

The crimes that Nazis committed were linked to special beliefs and a set of practices. According to Nazism, there was no equality but only a racial hierarchy. Hitler believed that the strongest race would survive, and the weaker ones would

die. They considered Aryans to be the finest and they had to retain their purity and dominate the world. Hitler wanted a society of pure and healthy Nordic Aryans. According to his ideology, only Aryans were seen as worthy of prospering and multiplying against all others who were specified as ‘undesirable’. Apart from Jews, there were other communities that were considered ‘undesirable’. There were many Gypsies and blacks living in Nazi Germany, considered ‘inferiors’ based on their race. They were widely persecuted. Even Russians and Polish people were considered lesser than humans. After capturing Russia and Poland, Germany forced the civilians to work as slaves. Many of them die due to hard work and starvation. In Nazi Germany, Jews were the worst sufferers. Nazi’s hatred towards Jews has a reason for the traditional Christian hostility towards Jews. Jews had always been considered killers of Christ. They survived mainly through trade and moneylending. They lived in an area called ghettos. However, Hitler’s hatred for Jews was based on the fake scientific theory of race. He believed that the conversion of Jews was not a solution, but they all had to be physically eliminated. From 1933 to 1938, Nazis terrorized, and segregated the Jews. They took away all their money and compelled them to leave the country. From 1939 to 1945, they started killing them in gas chambers in Poland.

- 5. Explain what role women had in Nazi society. Return to Chapter 1 on the French Revolution. Write a paragraph comparing and contrasting the role of women in the two periods.**

Answer:

In Nazi Germany, people were repeatedly taught that women were fundamentally different from men. According to Hitler, the fight for equal rights for men and women was wrong and would destroy society. Boys were taught to be violent and masculine while girls were taught from the start that they had to become good mothers and produce pure-blooded Aryan Children. According to Nazi ideology, girls had to maintain the purity of their race, maintain distance from Jews, take care of their homes and teach their kids Nazi values because kids were considered the bearers of Aryan culture and race. Those women who bore racially undesirable children were punished while those women who bore racially desirable children were given good treatment and also entitled to concessions in shops and railway fares. For producing four children, a bronze cross was given, for six children silver, for eight gold or more. Women who deviated from the given code of conduct were publicly condemned and severely punished. Many of them were given jail sentences and lost their honour as well as families for this offense.

Whereas in the French Revolution, the role of women was completely different.

Women led the movements and fought for the right to education and the right to equal wages as men. Women could not be forced by their families to marry against their will. They were also allowed to get training and jobs, become artists, or run a small business. Schooling was made mandatory for all the girls.

6. In what ways did the Nazi state seek to establish total control over its people?

Answer:

After acquiring the power, Hitler started to break down the structure of democratic rule. This move of Hitler was further facilitated by a mysterious fire that broke out in the German Parliament in February.

- **The Fire Decree:** The Fire Decree of 28 February 1933, suspended civic rights like freedom of speech, press, and assembly that had been guaranteed by the Weimar constitution. These rights were given importance in the Weimar Republic.
- **Elimination of Communists:** The communists were the arch-enemies of Hitler. He turned on the communists after the suspension of civil rights. He sent most of them to the newly established concentration camps. The repression of the Communists was severe. In the small city of Duesseldorf with a population of 5 million, out of surviving 6808 arrest files, 1440 were the communists alone. Nazis not only targeted communists but there were also 52 other types of victims persecuted by the Nazis across the country.
- **The Enabling Act:** The enabling act was passed on 3rd March, 1933. This Act established a dictatorship in Germany. This act gave Hitler all the power to overshadow all the powers of parliament and rule by decree. Hitler banned all trade unions and political parties except the Nazi party and its affiliates.
- **Special Surveillance and Security Forces:** He established control over the media, army, judiciary, and economy, and for special surveillance, he created security forces to control and maintain order in society in ways the Nazis wanted. Apart from the already existing police and the Storm Troopers, these included the Gestapo (secret state police), the SS (the protection squads), criminal police, and the Security Service (SD). People now could be detained in Gestapo torture chambers and sent to concentration camps arrested without any crime. The police forces acquired the power to rule.
- **The art of Propaganda:** The Nazi Party used media and language with the utmost care to create a great effect. They used various terms which are not only deceptive but also chilling. They never used the terms ‘kill’ or ‘murder’ in their official communications. They termed ‘mass killing’ as special treatment,

final solution (for the Jews), euthanasia (for the disabled), selection, and disinfections. ‘Evacuation’ meant transporting people to gas chambers. The gas chambers were labeled as ‘disinfection areas’ and looked like bathrooms with fake showerheads. These ideas were spread through images, films, posters, radio, slogans, and leaflets. In posters, groups were identified as the Germans’ enemies. They were mocked, abused, and described as evil. They represented socialists and liberals as weak, degenerated, and attacked as nasty foreign agents.

Activity-1

Write a one-page history of Germany:

- (a) as a schoolchild in Nazi Germany**
- (b) as a Jewish survivor of a concentration camp**
- (c) as a political opponent of the Nazi regime**

Ans. :

(a) As a school child in Nazi Germany: It was compulsory for us to behave in a particular manner defined by Nazis. Being a five-year-old boy, I was given a flag to wave to show my patriotism. I was told that men and women can never be equal and fighting for equal rights was a thing of the past. These types of struggles will destroy our society. Nazis taught us to be aggressive, violent, and masculine, while girls were told to be good mothers only and rear pure-blood Aryan children. The girls had to maintain distance from Jews and also maintain the purity of the race by inculcating Nazis values in children.

Boys were taught to hate Jews, and worship Hitler. I had to take an oath of loyalty to Hitler. We were told that after finishing school, we have to join the Hitler Youth Organization. This will be followed by compulsory military service.

(b) As a Jewish survivor of a concentration camp: I am grateful to God for saving my life. I am happy that I have survived the torturous life of three years in the concentration camp. I am weak but still alive.

I have seen so many of my friends, relatives, and even family members dying in front of me due to torture given by the Nazis. They were beaten for hours, left to starve, and made to work in harsh conditions. Everyday, some of us were sent to gas chambers. I was afraid that I could be the next. Fortunately, I came out of that hell alive.

(c) As a political opponent of the Nazi Regime: Since Nazis captured the power in Germany, they are making life hell for those who are considered ‘undesirable’. Those who go against Nazis, are punished severely. I am not able to understand

what Nazis will gain by conquering other nations.

Nazis are punishing Jews and others by capturing them in the gas chambers, which is inhumane. Aggression and violence in other countries will definitely lead to war and we will also lose men and property in the war.

Activity-2

Imagine that you are Helmuth. You have had many Jewish friends in school and do not believe that Jews are bad. Write a paragraph on what you would say to your father.

Ans.: I have Jews friends in school. In our school, we are taught to discriminate between us and Jews and to hate Jews. I want to know that what crime the Jews have committed due to which they are being tortured mercilessly. Aren't they human like us? Why are they tortured so much? Imagine, if you are being captured in the gas chamber to die, how would you feel about it? It is a crime to be a Jew? The God will never forgive Nazis for torturing Jews so much.



Forest Society and Colonialism

4

NCERT SOLUTIONS



What's inside

- In-Chapter Q's (solved)
- Textbook Exercise Q's (solved)

EduCart

IN-CHAPTER QUESTIONS

Activity 1

Each mile of railway track required between 1,760 and 2,000 sleepers. If one average sized tree yields 3 to 5 sleepers for a 3 metre wide broad gauge track, calculate approximately how many trees would have to be cut to lay one mile of track.

Ans.: Average number of sleepers required per mile

$$\begin{aligned} &= 1760 + 2000/2 \\ &= 1880 \text{ sleepers} \end{aligned}$$

Average number of sleepers obtained from one tree = 4

Therefore, approximate number of trees to be cut

$$= 1880/4 = 470 \text{ trees}$$

Activity 2

If you were in the Government of India in 1862 and responsible for supplying the railways with sleepers and fuel on such a large scale, what were the steps you would have taken?

Ans.: If I were in the government of India in 1962 and responsible for supplying the railways with sleepers and fuel on such a large scale, I would have taken the following steps:

- In areas where trees are fallen to make sleepers, plant similar species of trees so that the forest cover is maintained.
- For running the steam engine, try to increase the coal mining and supply coal to the railways instead of wood.
- Try to limit the forest cutting by villagers for their personal requirements and not allow them to trade in wood.
- Prevent looters to enter the forests to cut trees illegally.
- The excess use of forest products should be prevented.

Activity 3

Children living around forest areas can often identify hundreds of species of trees and plants. How many species of trees can you name?

Ans.: Name of trees Species

- | | |
|---------------|-------------------|
| ● Cauliflower | Brassica oleracea |
| ● Mustard | Brassica nigra |

- | | |
|----------|----------------------|
| ● Carrot | Daucus carota |
| ● Tomato | Solanum lycopersicum |
| ● Cotton | Gossypium |
| ● Turnip | Brassica rapa |

TEXTBOOK EXERCISE

1. Discuss how the changes in forest management in the colonial period affected the following groups of people:

- **Shifting cultivators**
- **Nomadic and pastoralist communities**
- **Firms trading in timber/forest produce**
- **Plantation owners**
- **Kings/British officials engaged in shikar (hunting)**

Answer:

Shifting Cultivators: Forest management had a major impact on shifting cultivators. European foresters considered shifting cultivation harmful for the forests because such lands could not be used for growing trees for railways and also burning of trees could lead to forest fire. Shifting cultivation involves the process of clearing an area in the forest by cutting down trees and burning them. The ashes are then mixed with the soil and crops are grown. After the land has lost its fertility, it is abandoned. Government then banned the shifting cultivation, which affected many communities as they were forcibly displaced from their homes in the forests. Some even had to change their occupations while some resisted through large and small rebellions.

Nomadic and Pastoralist Communities: Due to forest management nomadic and pastoralist communities had to leave their customary grazing rights and their entry into the forest was also restricted. They were not allowed to cut wood for their houses, and could not collect fruits and roots. Hunting and fishing became illegal. Many communities like Korava, Karacha, and Yerukula in the Madras Presidency lost their livelihood due to forest management. Some of them began to be called 'Criminal Tribes' and worked for free for the forest department.

Firms trading in timber/forest produce: During colonial rule, a large number of trees were cut down to export timber to England for the Royal Navy. The colonial government took over the forests in India and gave a large portion of forests to European planters at cheap rates. The European trading firms had the right to trade

in the forest products of particular areas. They made huge profits and became richer. They had the power to cut trees indiscriminately.

Plantation owners: Plantation owners got the power to clear more and more lands for plantation. The colonial government made it clear that they would follow the scientific forestry i.e. plantations. Natural forests were cleared to make way for tea, coffee and rubber plantations to meet Europe's demands. Communities like Santhals and Oraons from Jharkhand and Gonda from Chhattisgarh were recruited to work on tea plantations in Assam. These plantation owners made a huge profit under the protection and rights given by the British government.

Kings/British officials engaged in hunting: During British rule, the scale of hunting reached to such an extent that various species became almost extinct. Hunting animals became a big sport at that time. The British believed that by killing big and dangerous animals, they would civilize India. The British government started giving rewards for killing tigers, wolves and other big animals on the basis that they posed a threat to cultivators.

2. What are the similarities between colonial management of the forests in Bastar and in Java?

Answer:

In Bastar, the British had the power of forest management while in Java Dutch had the power of forest management. Some of the similarities between these two are as follows:

- The British and Dutch both wanted to cut trees and get timber for building ships and sleepers for railway tracks.
- Both the government enacted forest laws to control forests and put prohibitions on customary rights of the villagers.
- Both the government introduced scientific forestry and banned shifting cultivation.
- In Bastar and Java, permits were issued to the villagers to enter into forests and collect forest products.
- In Bastar some villagers were allowed to stay in forests on the condition that they would provide free labour to the forest department for cutting and transporting trees and protecting forests. Similarly, in Java, Dutch exempted some villagers from rents on the cultivated lands in the forests on the condition that they would provide free labour and buffaloes for cutting and transporting timber. This system was known as the Blandongdiensten System.

3. Between 1880 and 1920, forest cover in the Indian subcontinent declined by 9.7 million hectares, from 108.6 million hectares to 98.9 million hectares. Discuss the role of the following factors in this decline:

- **Railways**
- **Shipbuilding**
- **Agricultural expansion**
- **Commercial farming**
- **Tea/Coffee plantations**
- **Adivasis and other peasant users**

Answer:

Railways: Railways were majorly responsible for the decline of forest cover in India. The expansion of railways from the 1850s created a huge demand for timber. To run locomotives and to lay railway lines sleepers were essential for that wood was needed. From the 1860s, as the length of railway tracks increased, the railway network expanded rapidly. A very large number of trees were cut down for timber. The British government gave contracts to individuals to supply the required quantity of timber. They cut down trees indiscriminately. In the 1850s, Madras Presidency alone cut down 35000 trees annually for sleepers.

Ship-Building: In the 19th century, oak forests were declining in England which created a problem of timber for the Royal Navy. They did not have enough strong and durable timber to build ships. Therefore, in the 1820s, they sent search parties to explore the forest resources in India. Huge forest areas were cleared and they exported vast quantities of timber to England for ship building which led to disappearance of forests.

Agricultural Expansion: Due to the rise in population, the demand for food also increased. Peasants started clearing forests to expand the boundaries of cultivation. In the 19th century, the British government thought that forests were unproductive and they had to be brought under cultivation so that the land could yield revenue and income to the state by producing agricultural products. Therefore, from 1880 to 1920, the cultivation area rose by 6.7 million hectares by clearing the forests. There was a great demand for commercial crops like tea, jute, sugar, wheat, cotton, etc. In the 19th century, demand for these crops increased in Europe due to growing urban population and industrial production. Therefore, the colonial government encouraged expansion of cultivation boundaries by clearing the forests.

Commercial Farming of Trees: Natural forests with lots of different types of trees were cut down and in their place only one type of trees were planted in straight

rows. To promote commercial farming, the British government ordered the cutting down of trees of different species which led to loss of many species of trees and loss of forest cover.

Tea/Coffee Plantation: Large areas of forests were cleared to make way for tea, coffee and rubber plantation to meet Europe's growing demand for these commodities. The British government took over the forests and gave vast areas of forests to European planters at cheap rates. These areas were cleared of forests and planted with tea and coffee. Plantation of tea and coffee in a large area led to loss of forests.

Adivasi and other Peasant Users: Shifting cultivation was mainly done by adivasi and village communities. In shifting cultivation vast areas of forest are cleared by cutting down trees and burning them. The ashes are then mixed with the soil and crops are grown. After the land has lost its fertility, it is abandoned. This led to loss of forests. They also used to gather forest products and graze their cattle.

4. Why are forests affected by wars?

Answer:

Forests were badly affected by wars because forest products were used to fulfill the demands during wars.

- In India, during the First World War and Second World War, the forest department was cutting trees freely to meet British war needs.
- In Java, the Dutch followed a scorched earth policy of destroying sawmills and burning huge piles of teak logs just before the Japanese occupied the region. The Japanese exploited the forests recklessly for their war industries. They forced villagers to cut down trees.
- Many villagers and adivasi and other users took advantage of these wars to expand cultivation in the forests.
- After the war, it was difficult for the Indonesian forest service to get their forests back.

Activity

1. Have there been changes in forest areas where you live? Find out what these changes are and why they have happened?

Ans.: There I have seen a number of changes in forest areas around my locality. Some of them are as follows:

- The tribes living inside the forest areas are gradually leaving their

conventional occupation and shifting to the city area for education and jobs.

- Forest guards have been appointed by the Forest Department to check the illegal entry in the forests.
- Although the number of trees in the forest has increased , rainfall has decreased in recent years which has affected the growth of trees.
- The hunting of wild animals has been prohibited.

2. Write a dialogue between a colonial forester and an adivasi discussing the issues of hunting in the forest.

Ans.: A sample dialogue between a colonial forester and adivasi is given below:

Colonial forester: Who are you? And what are you doing here in the forest?

Adivasi: Sir, I am a villager. I live in a nearby village. I have come here to get some food and hunt rabbits.

Colonial Forester: Are you not aware that hunting is prohibited now.

Adivasi: My kids have been hungry for the last five days. I have come here to feed my children.

Colonial Forester: I do not know anything. I just know that hunting in the forest is illegal. You will surely be punished.

Adivasi: This forest belongs to us. We earn money from this forest. If we are stopped from hunting then what will happen to us and our family? We will die of hunger.

Colonial Forester: No, absolutely not. Shut up. We have to file a complaint against you. Come with me.



Pastoralists in the Modern World

5

NCERT SOLUTIONS



What's inside

- *In-Chapter Q's (solved)*
- *Textbook Exercise Q's (solved)*

EduCart

IN-CHAPTER QUESTIONS

Activity 1

Read Sources A and B.

- (a) Write briefly about what they tell you about the nature of the work undertaken by men and women in pastoral households.
(b) Why do you think pastoral groups often live on the edges of forests?

Ans. :

- (a) In the Pastoral communities, the men used to graze their cattle and sheep and stayed away from their homes. While the women of the families used to sell milk products in the local marketplace to earn their living. Some women also used to cultivate lands and supply the town with firewood and straw for thatch.
(b) The pastoral groups often lived on the edges of forests so that they could graze their herds of sheep and cattle in the forest as well as in the cultivated lands which are near to forest area. They used to sell milk and other milk products obtained from their animals in the local markets. They were also engaged in the cultivation of lands. By living on the edge of the forest both of these activities were easily handled by them.

Activity 2

Write a comment on the closure of the forests to grazing from the standpoint of:

- (a) a forester
(b) a pastoralist

Ans. :

- (a) **A Forester:** As a forester, I must follow the rules of the Forest Act and restrict the entry of pastoralists into the forest. Since I have to ensure the conservation of forests, it is good that pastoralists are not allowed in forests for grazing as this will ensure the growth of trees and vegetation. It is illegal to graze animals in the forest and use forest products. That's why I try to protect the forest and keep an eye on the activities of pastoralists.
(b) **A Pastoralists:** As a pastoralist, I am not satisfied with the Forest Act because due to restrictions I am not able to get forage for my cattle and things for my use. Earlier our animals used to graze in forests where vegetation is full. But now, due to closure, we have to take our animals far away to find forage. This has caused a lot of inconvenience to us. Some of us have also lost our jobs.

Activity 3

Imagine you are living in the 1890s. You belong to a community of nomadic pastoralists and craftsmen. You learn that the Government has declared your community a Criminal Tribe.

- (a) Describe briefly what you would have felt and done.**
- (b) Write a petition to the local collector explaining why the Act is unjust and how it will affect your life.**

Ans. :

(a) The colonial government has declared our community as a Criminal Tribe just because we move from place to place is unjust. By grazing our animals, we are not committing any sort of crime. We need to move from one place to another to find forage for our animals. The government has to remove our community name from the list of criminal tribes because we pastoralists are contributing a lot to society.

(b) Petition to the Collector

Sir,

We are the natives of Uttrakhand. We rear cattle and sheep and live a pastoral life, that's why we are called

pastoralists. But recently, the British government has categorized our and some other communities as Criminal Tribes. We are not committing any crime by grazing our herds. We are just earning our living by selling milk and milk products obtained from our animals.

Also, the policemen harass us for bribes for permitting us to take our herds somewhere else for grazing. So, on behalf of my whole community, I request you to remove my tribe's name from the list of Criminal Tribes.

Yours sincerely

XYZ

TEXTBOOK EXERCISE

- 1. Explain why nomadic tribes need to move from one place to another. What are the advantages to the environment of this continuous movement?**

Answer:

Nomads are the people who move from one place to another, as a community, with all their belongings for their living. The main occupation of nomadic pastoralists is cattle rearing. They had herds of sheep, goats, camels or cattle. To rear the animals

they need the availability of water and pasture lands to forage for their animals. Finding such a suitable place for their herds was the main purpose of their constant movement. And when the pasture and water get depleted, they move to another place and keep repeating the cycle.

Advantages to the environment:

- Such movements of nomadic pastoralists help the pasture lands to regrow and recover.
- It helps in maintaining the ecology of the environment.
- It prevents the overuse of pasture as they move to another pasture land after some time.
- The cattle dung proves to be a good source of manure that increases the fertility of the soil.

2. Discuss why the colonial government in India brought in the following laws. In each case, explain how the law changed the lives of pastoralists:

- **Waste Land rules**
- **Forest Acts**
- **Criminal Tribes Act**
- **Grazing Tax**

Answer:

Waste Land rules: According to the Waste Land rules, the uncultivated land was taken over by the colonial officials and given to selected individuals. To colonial officials, uncultivated lands appeared to be unproductive. They even considered grazing lands as wasteland because they had neither revenue nor agricultural produce.

This rule was enforced in the mid 19th century. Some of the individuals, who were given this land, by the government, were made headmen. When these wastelands were brought under cultivation by the new owners, the pastoralists lost their grazing lands and were put through a lot of hardships.

Forest Acts: By the mid-19th century, in the different provinces of India, various Forest Acts were enacted. These Forests Acts divided the forests into two categories: Reserved Forests and Protected Forests.

These Forests Acts had adverse effects on the life of pastoralists. They could no longer stay in one place even if forage is available. They had to take permission from the government to enter the forests. If they stay for a longer period in one place they have to pay fines. Their traditional rights were taken away from them.

Criminal Tribes Act: In 1871, the colonial government in India passed the Criminal Tribes Act. According to this act, communities of craftsmen, traders and pastoralists were categorized as Criminal Tribes. After this act, they were forced to live only in notified village settlements. They had to take permission to move out of this specified village. The Criminal Tribes Act was a great insult to the honest hardworking nomads. Their life was drastically affected due to this act.

Grazing Tax: The Grazing tax was introduced by the colonial government in the mid-19th century. According to this act, pastoralists had to pay taxes for the animals they grazed on the pastures. This was called the Grazing Tax. To increase their revenue, the colonial government imposed taxes on lands, canal water, salt, trade goods, animals and even on grazing. The pastoralists had to issue a pass and show it to the officer to enter a grazing tract. He also had to pay tax according to the per head of cattle. This taxation became a terrible burden on pastoralists that it increased financial hardships for them.

3. Give reasons to explain why the Maasai community lost their grazing lands.

Answer:

The Maasai was a community of cattle herders in Africa. Their population was nearly 300, 000 in Southern Kenya and 150,000 in Tanzania. This community occupied a vast land from North Kenya to the steppes of Northern Tanzania. This vast area of lush green grass provided ample forage for their herds.

European countries tried to possess territories in Africa and divided many regions into different colonies. In 1885, they cut Maasailand in half with an international boundary between British Kenya and German Tanganyika. The Maasai community lost about 60% of their pre-colonial lands. They were confined to a dry zone with uncertain rainfall and poor pastures. The government encouraged the peasant community in East Africa to expand cultivation and convert pasture lands into cultivated lands.

The Maasais faced a continuous loss of their grazing lands and this affected their lives in times of drought and even reshaped their social relationships. The colonial government also converted grazing land into Game Reserves like the Maasai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania. Pastoralists were not allowed to enter these reserves. That's how their grazing grounds were once again confiscated. They were restricted to small areas. They were not allowed to hunt or graze their animals in the reserved areas. Due to this large number of cattle die of starvation and disease.

4. There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and East Africa. Write about any two examples of changes which were similar for Indian pastoralists and the Maasai herders.

Answer:

Some of the similarities between Indian pastoralists and Maasai herders are:

- Both in India and Africa European colonial governments were in power with similar intentions and objectives of dominance.
- In both countries, pastoralists lost their pasture lands because the colonial powers took control of forests and pasture lands to turn them into cultivated lands.
- In both countries, forest laws were enacted and the pastoralists were not allowed to enter the forests and use them for grazing their herds or taking out forest produce.
- The mobility of the pastoralists was restricted in both countries. Many of them were forced to leave their traditional jobs.
- Grazing tax was imposed by the colonial government both in India and Africa which created a lot of hardships for the pastoralists.

Activity

1. Imagine that it is 1950 and you are a 60-year-old Raika herder living in post-Independence India. You are telling your grand-daughter about the changes which have taken place in your lifestyle after Independence. What would you say?

Ans.: After independence, our life has changed in many different ways. Post independence, there is not enough pasture lands for grazing our animals, so we had to reduce the number of animals in our herds.

We also had to move to another place to graze our herds, as now we are not allowed to go to Sindh because it is now part of Pakistan. After that we had to move to Haryana as an alternative grazing ground. Now, our cattle go there and graze on cultivated lands after the harvests are cut. The animals also help in fertilizing the fields with manure from their excreta.

2. Imagine that you have been asked by a famous magazine to write an article about the life and customs of the Maasai in pre-colonial Africa. Write the article, giving it an interesting title.

Ans. : Maasai culture in Africa

The word Maasai is made up of two words, Maa means 'My' and Sai means 'People' in their language so Maasai means 'my people'. They are traditionally nomadic people. Maasai society is divided into two social categories: Elders and Warriors. The elders belong to the higher age group. Elders decide on the affairs of the community and Warriors are the younger age group who are responsible for the protection of their community. They also organize cattle raids when required.

3. Find out more about some of the pastoral communities marked in Figs. 11 and 13.

Ans.: Maldharis: This tribe is a nomadic tribe which lives in the Gujarat state of India. The word Maldhari means 'owner of animal stock'. They are famous as traditional dairymen of the area. They also used to supply milk and cheese to the palaces of kings.

Monpas: Monpas community belongs to Arunachal Pradesh. They are also one of the 56 officially recognized groups in China. Their language is written in Tibetan script and belongs to the Tibeto-Burman family. They have adopted Tibetan Buddhism and this community is divided into six subgroups.

Nama Tribe: This tribe belongs to South Africa, Namibia and Botswana. This tribe generally follows the policy of communal land ownership. The culture of this tribe is rich in the musical and literary abilities of its people. Traditional folk music, tales, proverbs and poetry have always been part of their culture for generations. This tribe is also known for its handicrafts like leather work, jewellery, clay pots, etc.

Zulu Tribe: The Zulu tribes are the largest in South Africa with an estimated 10 to 11 million population. Their language Zulu is a Bantu language. They were classified as third-class citizens under apartheid and suffered discrimination. But now they have equal rights as other citizens. Most Zulu people are Christian.