



Delhi Public School Guwahati

"Under the aegis of the Delhi Public School Society, Delhi"

Class: IX Subject: History

Cycle Plan: 8 (22nd October- 3rd November)

Name of Textbook: India and the Contemporary World- I

Chapter: 1 The French Revolution (Revision)

Step I	Students to study from textbook- Chapter- 1 The French Revolution
Step II	Students to revise the lesson using the following bullet points: Destruction of Bastille: <ul style="list-style-type: none">• On 14 July 1789, Bastille-the fortress-prison in Paris was destroyed by people.• Bastille was hated as the symbol of despotic power of the French king. 1. French Society during the Late Eighteenth century Economic Condition: <ul style="list-style-type: none">• Louis XVI of Bourbon dynasty became French monarch in 1774.• He was married to Austrian princess Marie Antoinette.• Louis faced an empty treasury. The causes were-<ul style="list-style-type: none">➤ Prolonged wars in Europe in the past.➤ Louis helped to thirteen American colonies in their war of independence against England.➤ Expenses of extravagant court.➤ Increased expense on war loan interest. Political System: <ul style="list-style-type: none">• The French kings were Autocratic and believed in divine right of kingship. Social Organisation: <ul style="list-style-type: none">• The French society was organized into three Estates-<ul style="list-style-type: none">1st estate- Clergy2nd estate- Nobility3rd estate- Big businessmen. merchants, court officials, lawyers etc.<ul style="list-style-type: none">Peasants and artisansSmall peasants, landless labour, servants• Old Regime: The society and institutions of France before 1789.• 90% of French population was made up of peasants while 60% land was owned by nobles, clergy and other richer members of the third estate.• Taxes to be paid only by the third estate.• Clergy & nobility enjoyed privileges such as exemption from paying taxes and the right to collect taxes from the peasants.

- Peasants had to pay feudal dues & render service to the nobles, to pay taxes called **tithes** to the clergy & **taille** to the state.

1.1 The Struggle to Survive:

- **Subsistence crisis** refer to a serious economic situation when the basic means of livelihood are in danger. It occurred frequently in France during the Old Regime due to the following factors-
 - Increase of population led to growing demand for food grains.
 - Increase of price of bread as production of grain could not keep pace with the demand.
 - The gap between rich & poor widened as wages were low.
 - Worse situation when drought or hail reduced production.

1.2. A Growing Middle Class:

- In the eighteenth century there was the emergence of a new middle class who earned wealth through world trade & manufacture of goods.
- Middle class included merchants, manufactures, educated lawyers & administrative officials.
- They believed in social position based on merit, ideas of freedom & equality.

Philosophers:

- **John Locke:** He wrote the Two Treatises of Government & opposed the theory of divine & absolute right of the monarch.
- **Jean Jacques Rousseau:** He proposed a government based on social contract between people & their representatives.
- **Montesquieu:** He wrote the Spirit of the Laws & proposed a division of power between the legislative, executive & the judiciary which was inspired by the American War of Independence & its principle of individual rights.
- Ideas of philosophers spread through discussion in salons, coffee houses, through books & newspapers.

2. The Outbreak of the Revolution

- To pass the proposal for increase of taxes, a meeting of Estates General was called on 5th May, 1789.
- 300 representatives each was sent by the first estate & the second estates respectively while 3rd estates sent 600 representatives.
- Each estate had one vote according to existing system of voting.
- Third estate represented by educated middle class demanded for voting on individual basis but the proposal was rejected by the king.
- Representatives of the third estate declared themselves a National Assembly under the leadership of Mirabeau and Abbe Sieyes.
- Subsistence crisis occurred in France while national assembly was busy drafting a constitution.
- An agitated mob destroyed the Bastille.
- Louis XVI was forced to recognize the National Assembly and to accept a constitution.
- **New Laws Passed by the National Assembly:**

- Feudal system of obligations and taxes was abolished.
- Privileges of the Clergy was ended.
- Tithes were abolished and lands owned by the Church were confiscated.

French Constitution of 1789:

- The main object of the constitution was to limit the power of the monarch.
- Power was divided between legislature, executive & judiciary.
- Power to make laws was given to the National Assembly which was indirectly elected.
- People were divided into *active & passive* citizens.
- Active citizens were men above 25 years of age & who paid highest amount of taxes & were granted the right to vote.
- Remaining men & all women were passive citizens without right to vote.
- Active citizens (about 4 million) elected 50,000 electors who in turn elected 745 members of National Assembly.
- **Declaration of the Rights of Man & Citizens.**
- Right to life, freedom of speech & opinion, equality before law were established as 'natural & inalienable rights'.

3. France Abolishes Monarchy and Becomes a Republic

- Louis XVI entered into secret negotiation with the King of Prussia.
- Neighboring countries were worried by the happenings in France.
- National Assembly declared war against Austria and Prussia.
- The patriotic song *Marseilles* was composed by Roget de l'Isle which became the national anthem of France.
- Political clubs became resort to discuss government policies and to plan action.
- Jacobin became the most successful political club under the leadership of Maximilian Robespierre.
- The members of the Jacobin club belonged to the less wealthy section.
- Jacobins planned an insurrection by the people of Paris who were angered by shortage and high prices of food.
- The palace of the Tuileries was stormed on August 10, 1792.
- New election was held based on universal adult male suffrage.
- National Assembly was renamed as Convention.
- Monarchy was abolished and France was declared a Republic (a form of government where people elect the government and its head).
- Louis XVI was charged with treason and executed publicly followed by Marie Antoinette.

3.1 The Reign of Terror

- Policy of severe control & punishment was followed by Robespierre.
- Ex-nobles & clergy, members of other political parties, even Jacobins who disagreed with him were seen as enemy of the Republic.
- They were arrested, imprisoned & tried by a revolutionary tribunal.

- Those who were found as guilty by the court were guillotined (a device consisting of two poles & a blade used to behead a person invented by Dr. Guillotine).
- Strict laws were issued by Robespierre's government to establish equality.
- Finally, Robespierre was arrested and was guillotined.

3.2 A Directory Rules France

- Following the fall of the Jacobin government power was seized by wealthier middle class.
- The new constitution denied voting rights to non-propertied section.
- A Directory of five members was appointed as executive.
- Clashes between the Directors & the Legislative Councils led to political instability which gave rise to military dictator Napoleon Bonaparte.

4. Did women have a Revolution?

- Women participated actively in the French Revolution.
- **Condition of women before the revolution:**
 - Most women of third estate worked for a living.
 - Most women did not have access to education or job training.
 - Daughters of nobles or wealthier families of third estate were sent to some convent school after which their families arranged their marriage.
 - Working women had to look after their families also and their wages were lower than men.
- **During the revolution:**
 - Women formed political clubs & started newspapers.
 - Most famous political club was Society of Revolutionary and Republican Women.
 - Women demanded equal political rights i.e., right to vote, to be elected & to hold political office.
- **Laws passed by revolutionary government for improvement of women's lives:**
 - Schooling was made compulsory for all girls.
 - Fathers could not arrange marriages against their will.
 - Marriage was made into a contract and registered under civil law.
 - Divorce was made legal and could be applied by both men and women.
 - Women could train for jobs, become artist or run small business.

5. The Abolition of Slavery

- The French colonies in the Caribbean- Martinique, Guadeloupe and San Domingo supplied tobacco, indigo sugar & coffee.
- The colonies faced shortage of labour due to Europeans' reluctance to go to work in unfamiliar and distant lands.
- Triangular slave trade between Europe, America & Africa started in the seventeenth century.

	<ul style="list-style-type: none"> • Slaves were bought from African local chieftains by French merchants. • Slaves were branded, shackled and packed tightly into ships to the Caribbean and sold to plantation owners. • The growing demand for sugar, coffee and indigo in Europe was met by exploitation of the slaves. • French port cities like Bordeaux and Nantes became prosperous due to slave trade. • Debate held by National Assembly over question of rights of man for the slaves. • No law was passed by National Assembly for the freedom of the slaves fearing opposition of the businessmen. • In 1794 the Convention passed law to free the slaves in the French colonies. • Napoleon reintroduced slavery in 1804. • For plantation owners enslaving the Africans was their freedom for economic interests. • Slavery was finally abolished in 1848. <p>6. The Revolution and Everyday Life</p> <ul style="list-style-type: none"> • The revolutionary government passed laws to translate the ideals of liberty & equality into everyday life. • Censorship was abolished. • Freedom of speech and expression was proclaimed as natural right. • Newspapers, pamphlets, books became available to all. • Opposing views could be expressed. • Plays, songs and festive processions attracted large number of people. <p>Conclusion:</p> <ul style="list-style-type: none"> • Napoleon Bonaparte crowned himself as the emperor of France in 1804. • He conquered the neighbouring European countries, overthrew the dynasties and installed his family members as kings. • Napoleon saw his role as modernizer of Europe & introduced many laws- Protection of private property, uniform system of weights & measures. • He was finally defeated in 1815 at Waterloo. • Legacy of the French Revolution: <ul style="list-style-type: none"> ➤ Ideas of liberty and democratic rights. ➤ In Europe feudal system was abolished. ➤ In the colonies it inspired the movements for sovereign nation-state. ➤ In India Tipu Sultan & Raja Rammohan Roy responded to the revolutionary ideas.
Step III	<p>Class-work (to be discussed in class):</p> <ol style="list-style-type: none"> 1. Identify the incorrect statement about the French society during the Old Regime. <ol style="list-style-type: none"> A. French society was divided into three estates. B. Peasants made up 90 percent of the population.

- C. Peasants had to pay the feudal tax **tithe** to the state.
D. The clergy and nobility were privileged by birth.

2. Who was the author of the book *The Spirit of the Laws*?
A. Rousseau B. Montesquieu C. John Locke D. Mirabeau

3. Which of the following right was included as the 'natural and inalienable right' in the Declaration of the Rights of Men and Citizen?
A. Right to life B. Right to vote C. Right to property D. Right to strike

4. Identify the correct statement(s) about the Jacobin Club.

I. Jacobin club belonged to the middle class of society

II. The leader of the Jacobin club was Robespierre

III. The Jacobins were known as sans-culottes

IV. They legalized women's political clubs.

Options:

A. I & II B. II & III C. II, III & IV D. Only II

5. Who took over power after the fall of the Jacobins?

A. Bourbon dynasty B. Napoleon C. Workers D. Wealthier middle class

6. Match the items in column A with those given in column B.

A

I. John Locke

II. Abbe Sieyès

III. Robespierre

IV. Napoleon

B

1. Jacobin Club

2. Two Treaties of Government

3. Reintroduction of slavery

4. National Assembly

Options:

A. I- 4, II- 1, III- 2, IV- 3

B. I- 3, II- 4, III- 3, IV- 2

C. I- 2, II- 4, III- 1, IV- 3

D. I- 2, II- 3, III- 1, IV- 4

7. Two statements are given in the question below as Assertion (A) and Reasoning (R). Read the statements and choose the appropriate option.

Assertion (A): In the early years, the revolutionary government did introduce laws that helped improve the lives of French women.

Assertion (A): During the eighteenth-century France witnessed the emergence of a middle class.

Reason (R): The middle class emerged due to the new ideas introduced by philosophers.

Options:

A. Both A and R are true, and R is the correct explanation of A.

B. Both A and R are true, but R is not the correct explanation of A.

C. A is true, but R is false.

D. A is false, but R is true.

8. Why did France experience subsistence crisis frequently during the Old Regime?
- Shortage of grain due to rapid increase of population
 - Natural calamities such as draught or hail.
 - Both A and B
 - None of the above

9. Read the source given below and answer the following questions:

Georges Dalton, who later became active in revolutionary politics, wrote to a friend in 1793-

“I was educated in the residential college of Plessis. There I was in the company of important men Once my studies ended, I was left with nothing. I started looking for a post. It was impossible to find one at the law courts in Paris. The choice of a career in the army was not opened to me as I was not a noble by birth, nor did I have a patron. Th Church too could not offer me a refuge. I could not buy an office as I did not possess a sou. My old friends turned their backs to me.... The system had provided us with an education without however offering a field where our talents could be utilised.”

9.1 Why it was impossible for Dalton to find a post?

- He was educated in a residential college.
- His education ended without any result.
- His friends betrayed him.
- He was not a noble by birth.

9.2 Which of the following social evils reflecting from Dalton’s account?

- Lack of law education
- Discrimination
- Lack of talents and skills amongst youths
- Lack of experience

10. Map work: identification

Paris, Nantes, Bordeaux, Marseilles

Home Assignment (to be done in history note-book)

Students to solve the following Revision Assignment and submit copy (offline)/pdf in Teams Assignment(online)

- Discuss three main causes of the French Revolution. 3
- Explain three features of the triangular slave trade in the eighteenth century. 3

End of Cycle 8