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## **NCERT History for Class 9th Chapter 1 Notes:**

### **The French Revolution**

## **French Society During the Late Eighteenth Century**

### **Louis XVI and the Financial Crisis**

#### **1. Accession of Louis XVI:**

- Became King of France in 1774 at the age of 20.
- Belonged to the Bourbon family.
- Married to Marie Antoinette, Austrian princess.

#### **2. Empty Treasury:**

- Long wars and an extravagant court at Versailles drained France's finances.
- France supported American colonies in their war of independence against Britain.
- This war added over 1 billion livres to the existing 2 billion livres debt.

#### **3. Rising Interest Burden:**

- Lenders charged 10% interest on loans.

- A large portion of the state budget went toward interest payments.

#### **4. Taxation Measures:**

- To manage expenses like the army and administration, the government increased taxes.
- But this still couldn't meet the financial needs of the state.

## **Structure of French Society**

### **1. Three Estates:**

- French society in the 18th century was divided into three estates.
- Only the Third Estate paid taxes.

### **2. Old Regime:**

- The term refers to the social and political system of France before 1789.
- It was part of the feudal structure that dated back to the Middle Ages.

### **3. Peasants and Land Ownership:**

- Peasants formed 90% of the population.
- But very few owned land; about 60% of land was owned by nobles, clergy, and wealthy third estate members.

## **Privileges of the First and Second Estates**

### **1. Tax Exemptions:**

- Clergy and Nobility (First & Second Estates) were exempt from taxes.

- They enjoyed privileges by birth.

## **2. Feudal Privileges of Nobles:**

- Could collect feudal dues from peasants.
- Peasants had to provide labor services, join the army, and help in road construction.

## **3. Taxes Collected by the Church:**

- Collected a tax known as tithes from peasants.

## **Burden on the Third Estate**

### **1. Direct and Indirect Taxes:**

- Direct tax: Taille.
- Indirect taxes: On daily-use items like salt and tobacco.

### **2. Unequal Taxation:**

- Only the Third Estate bore the burden of all state taxes.

***By Reading Above topic “French society during the late eighteenth century Notes” you will be able to solve these question:***

1. Who was Louis XVI?
2. What were the causes of financial crisis in France?
3. Describe the structure of French society before 1789.
4. What privileges did the first two estates enjoy?
5. Why was the third estate burdened with taxes?

## **The Struggle to Survive:**

# Population Growth and Food Demand

## 1. Rapid Population Rise:

- France's population grew from 23 million (1715) to 28 million (1789).
- This rise increased the demand for foodgrains, especially bread, the staple food.

## 2. Food Supply Crisis:

- Grain production failed to match the growing demand.
- Resulted in a sharp increase in bread prices.

# Economic Hardship for the Poor

## 1. Wage Imbalance:

- Most workers were laborer's in workshops.
- Their wages were fixed by workshop owners and did not rise with prices.
- This created economic disparity – the rich became richer, and the poor grew poorer.

## 2. Subsistence Crisis:

- Refers to a situation where basic needs (like food) are difficult to meet.
- Became common during the Old Regime in France.
- Worsened by natural calamities like droughts and hailstorms that damaged crops.

# Key Concepts & Definitions

## 1. Subsistence Crisis (Define):

- A situation where food is insufficient to sustain life.
- Occurred frequently in pre-revolution France.

## **2. Bread as a Staple:**

- Bread was the main food for the poor.
- Any rise in its price directly impacted their survival.

## **Cause of Revolution**

### **1. Root of Discontent:**

- Economic hardship due to rising prices and low wages was a major cause of the French Revolution.

***By Reading Above topic “The Struggle to Survive” Notes you will be able to solve these question:***

1. What was the subsistence crisis?
2. How did the rise in population affect French society?
3. Why did the poor suffer more during the Old Regime?
4. Explain the economic conditions of workers in 18th century France.

## **How a Subsistence Crisis Happens?**

## **A Growing Middle Class Envisages an End to Privileges**

### **1. Peasant and Worker Uprisings (Before Revolution):**

- Peasants and workers had earlier revolted against high taxes and food scarcity.
- These revolts lacked organization and clear programmes to bring lasting social or economic change.

- Real transformation was led by prosperous and educated groups from the Third Estate.

## **2. Rise of the Middle Class (18th Century):**

- The 18th century saw the rise of the middle class in France.
- They gained wealth from overseas trade and manufacturing (especially woollen and silk textiles).
- Key professions in this class included:
  - a.** Merchants
  - b.** Manufacturers
  - c.** Lawyers
  - d.** Administrative officials
- These groups were educated and opposed privileges by birth.

## **3. Middle-Class Beliefs:**

- They believed in a society based on:
  - a.** Freedom
  - b.** Equal laws
  - c.** Opportunities for all
- They rejected the idea that birth should determine privilege.
- Believed merit should decide a person's social position.

## **4. Role of Enlightenment Thinkers:**

- **John Locke:** In Two Treatises of Government, he rejected the divine and absolute right of kings.
- **Jean Jacques Rousseau:** Proposed a social contract between people and their representatives.
- **Montesquieu:** In The Spirit of the Laws, proposed a division of power among:
  - a.** Legislature

- b.** Executive
- c.** Judiciary

## **5. Influence of American Revolution**

- The USA implemented Montesquieu's model after gaining independence from Britain.
- The American Constitution guaranteed individual rights, becoming a model for French thinkers.

## **6. Spread of Revolutionary Ideas**

- Ideas of philosophers were spread through:
  - a.** Salons
  - b.** Coffee-houses
  - c.** Books and newspapers
- For illiterate people, books were read aloud in groups.
- The king's plan to impose more taxes (due to rising expenses) caused public anger and protest.
- Privileged system became a major target of criticism.

***By Reading Above topic "A Growing Middle Class Envisages an End to Privileges" you will be able to solve these question:***

1. Who formed the middle class in 18th-century France?
2. What were Rousseau's ideas on government?
3. How did American independence inspire French thinkers?
4. How were Enlightenment ideas spread among common people in France?
5. What was the role of philosophers in the French Revolution?

# **Source A: Accounts of lived experiences in the Old Regime**

## **1. Georges Danton's Personal Experience (1793 Letter):**

1. Georges Danton was educated at the residential college of Plessis in France.
2. He studied alongside important men, reflecting a privileged educational environment.
3. After completing his studies, Danton struggled to find employment.
4. Entry into the law courts was impossible without noble birth or connections.
5. Career in the army was denied to him as he was not a noble.
6. The Church did not provide him refuge or employment.
7. He could not buy a government office because he did not have enough money (not even a "sou").
8. Lack of patronage and noble status limited his options despite being educated.
9. Danton's friends from elite circles abandoned him, exposing class-based exclusion.
10. The system provided education without opportunities, especially for non-nobles.
11. His experience highlights the injustice and rigidity of the Old Regime's social hierarchy.
12. Danton later became a revolutionary leader, shaped by these inequalities.

## **2. Arthur Young's Observation (English Traveller: 1787–1789):**

1. Arthur Young, an Englishman, travelled across France between 1787 and 1789.
2. He wrote detailed accounts of what he observed in French society.



3. He criticized the French nobility for depending on ill-treated slaves for service.
4. Young warned that exploiting people leads to danger and rebellion.
5. He said, those who enjoy life while others suffer, should not be surprised by violent retaliation (e.g., kidnapping or murder during riots).
6. His account suggests growing tensions between classes and the moral failure of the aristocracy.
7. Arthur Young's writings gave a foreign perspective on the cruelty and risk in French society before the Revolution.

#### **New words:**

1. Livre – Unit of currency in France, discontinued in 1794
2. Clergy – Group of persons invested with special functions in the church
3. Tithe – A tax levied by the church, comprising one-tenth of the agricultural produce
4. Taille – Tax to be paid directly to the state
5. Subsistence crisis – An extreme situation where the basic means of livelihood are endangered
6. Anonymous – One whose name remains unknown

## **MCQs on NCERT History Class 9 Chapter 1 Topic**

### **– French Society During the Late Eighteenth Century**

**Here are the top exam-oriented MCQ-type questions on “*French Society During the Late Eighteenth Century*” that you should prepare for your CBSE or state board exams:**

**Question 1. Who ascended the throne of France in 1774?**

- a) Louis XV
- b) Louis XVI
- c) Napoleon Bonaparte
- d) Charles X

**Answer: b)** Louis XVI

**Question 2. Louis XVI belonged to which royal family?**

- a) Habsburg
- b) Bourbon
- c) Capetian
- d) Romanov

**Answer: b)** Bourbon

**Question 3. Who was Louis XVI married to?**

- a) Catherine the Great
- b) Marie Antoinette
- c) Elizabeth I
- d) Isabella

**Answer: b)** Marie Antoinette

**Question 4. Why was the French treasury empty when Louis XVI took over?**

- a) Economic boom
- b) Long years of war and lavish court expenses

- c) No taxation
- d) Donation to the Church

**Answer: b)** Long years of war and lavish court expenses

**Question 5. Which country did France help in gaining independence from Britain?**

- a) India
- b) Thirteen American Colonies
- c) Canada
- d) Ireland

**Answer: b)** Thirteen American Colonies

**Question 6. How much interest did lenders charge the French government?**

- a) 2%
- b) 5%
- c) 10%
- d) 20%

**Answer: c)** 10%

**Question 7. Who bore the burden of taxes in 18th-century France?**

- a) Nobility
- b) Clergy
- c) First and Second Estate
- d) Third Estate

**Answer: d)** Third Estate

**Question 8. What percentage of the population were peasants in France?**

- a) 50%
- b) 60%
- c) 90%
- d) 75%

**Answer: c)** 90%

**Question 9. Who were exempted from paying taxes in Old Regime France?**

- a) Nobles and Clergy
- b) Only Nobles
- c) Only Third Estate
- d) All Estates paid equally

**Answer: a)** Nobles and Clergy

**Question 10. What were the taxes collected by the Church called?**

- a) Taille
- b) Livres
- c) Tithes
- d) Feudal Dues

**Answer: c)** Tithes

**Question 11. What is taille?**

- a) A Church tax
- b) A tax on imports
- c) A direct tax paid to the state
- d) A road-building fee

**Answer: c)** A direct tax paid to the state

**Question 12. What term describes French society before 1789?**

- a) The Revolution Era
- b) Old Regime
- c) Ancient Times
- d) Feudal France

**Answer: b)** Old Regime

**Question 13. What caused food scarcity in 18th-century France?**

- a) Industrial growth
- b) Falling population
- c) Population growth without matching food production
- d) Over-taxation

**Answer: c)** Population growth without matching food production

**Question 14. What led to rising bread prices in France?**

- a) Cheap grain imports
- b) Fall in demand

- c) High grain production
- d) Foodgrain shortage

**Answer: d)** Foodgrain shortage

**Question 15. What is meant by 'subsistence crisis'?**

- a) A war situation
- b) A situation where basic means of livelihood are endangered
- c) A financial crisis
- d) A political crisis

**Answer: b)** A situation where basic means of livelihood are endangered

**Question 16. Which class emerged due to expanding overseas trade and industry?**

- a) Peasant class
- b) Noble class
- c) Middle class
- d) Clergy

**Answer: c)** Middle class

**Question 17. Which professions were included in the Third Estate's middle class?**

- a) Kings and nobles
- b) Clergy and lords
- c) Lawyers and administrative officials
- d) Soldiers and knights

**Answer: c)** Lawyers and administrative officials

**Question 18.** Which of the following did NOT belong to the Third Estate?

- a) Lawyers
- b) Merchants
- c) Nobles
- d) Manufacturers

**Answer: c)** Nobles

**Question 19.** Who wrote *Two Treatises of Government*?

- a) Rousseau
- b) Montesquieu
- c) Voltaire
- d) John Locke

**Answer: d)** John Locke

**Question 20.** Which philosopher gave the idea of a 'social contract'?

- a) Montesquieu
- b) Rousseau
- c) Voltaire
- d) Locke

**Answer: b)** Rousseau

**Question 21.** Who proposed the division of power into legislative, executive and judiciary?

- a) Locke
- b) Rousseau
- c) Montesquieu
- d) Diderot

**Answer: c)** Montesquieu

**Question 22. Which country applied Montesquieu's ideas in its constitution first?**

- a) France
- b) USA
- c) Britain
- d) Italy

**Answer: b)** USA

**Question 23. Where were the revolutionary ideas discussed and spread in France?**

- a) Palaces and churches
- b) Newspapers and police stations
- c) Salons and coffee houses
- d) Factories and schools

**Answer: c)** Salons and coffee houses

**Question 24. What problem did Georges Danton face after completing his studies?**

- a) Couldn't find a job due to poor results
- b) Was not supported by the Church



- c) Was denied opportunities because he was not noble by birth
- d) Refused to work in the army

**Answer: c)** Was denied opportunities because he was not noble by birth

**Question 25. Why was Danton unable to join the army or buy a job position?**

- a) He was unfit physically
- b) He was not a citizen
- c) He lacked noble birth and money
- d) He was too young

**Answer: c)** He lacked noble birth and money

**Question 26. What does Arthur Young criticize in his account of France?**

- a) The monarchy's laws
- b) Poor condition of Paris
- c) The ill-treatment of peasants and servants
- d) The role of Church in education

**Answer: c)** The ill-treatment of peasants and servants

**Question 27. What fear did Arthur Young express regarding slave-like treatment?**

- a) It would reduce taxes
- b) It would weaken the monarchy
- c) It would lead to revolts and violence
- d) It would increase prices

**Answer: c)** It would lead to revolts and violence

# The Outbreak of the Revolution

## 1. Taxation and the Estates General:

- Louis XVI needed to increase taxes due to France's financial crisis.
- Under the Old Regime, the monarch could not impose taxes by himself.
- To raise taxes, the king had to call a meeting of the Estates General – a political body with representatives from all three estates.
- Only the king had the power to summon the Estates General.
- The Estates General was last called in 1614, before being called again on 5 May 1789.
- In 1789, 300 representatives each were sent by the First and Second Estates, while the Third Estate sent 600 members.
- Members of the Third Estate had to stand at the back, showing their low status, despite being the majority.
- The Third Estate was represented by wealthy and educated men; peasants, artisans, and women were excluded.
- Grievances of common people were compiled in about 40,000 letters submitted by representatives.

## 2. Voting Dispute and Break from the Assembly:

- Voting was traditionally one vote per estate, favoring the privileged classes.
- The Third Estate demanded "one member, one vote", inspired by Rousseau's democratic ideas in The Social Contract.
- Louis XVI rejected this new voting proposal.
- In protest, Third Estate members walked out of the assembly.

## 3. Formation of the National Assembly & Tennis Court Oath:

- On 20 June 1789, the Third Estate met in an indoor tennis court at Versailles.
- They declared themselves the National Assembly and vowed not to disperse until they drafted a new constitution.
- They aimed to limit the powers of the monarch.
- Leaders of this movement were Mirabeau and Abbé Sieyès.
- Mirabeau, a noble by birth, supported abolishing feudal privileges and gave powerful speeches.
- Abbé Sieyès, originally a priest, wrote the influential pamphlet “What is the Third Estate?”

#### **4. Unrest in France and the Fall of the Bastille:**

- France faced a severe winter and poor harvest, causing bread prices to rise sharply.
- Bakers hoarded supplies, and angry women stormed shops after standing in queues for hours.
- The king sent troops to Paris, increasing public anger.
- On 14 July 1789, a crowd stormed and destroyed the Bastille – a symbol of royal power.

#### **5. Peasant Revolt and Great Fear in the Countryside:**

- Rumours spread that lords had hired brigands to destroy crops.
- Fearful peasants attacked manor houses (châteaux) with hoes and pitchforks.
- They burned documents that recorded manorial dues and looted grain stocks.
- Many nobles fled to nearby countries, fearing for their lives.

#### **6. Abolition of Feudalism & Church Privileges:**

- Facing revolt, Louis XVI recognized the National Assembly and agreed to a constitutional monarchy.
- On 4 August 1789, the National Assembly abolished the feudal system.
- Clergy lost their privileges, and tithes were abolished.
- Lands owned by the Church were confiscated by the government.
- This move gave the government assets worth at least 2 billion livres.

### ***Some important dates:***

1. 1774: Louis XVI becomes king of France, faces empty treasury and growing discontent within society of the Old Regime.
2. 1789: Convocation of Estates General, Third Estate forms National Assembly, the Bastille is stormed, peasant revolts in the countryside.
3. 1791: A constitution is framed to limit the powers of the king and to guarantee basic rights to all human beings.
4. 1792–93: France becomes a republic, the king is beheaded. Overthrow of the Jacobin republic, a Directory rules France.
5. 1804: Napoleon becomes emperor of France, annexes large parts of Europe.
6. 1815: Napoleon defeated at Waterloo.

## **France Becomes a Constitutional Monarchy**

### **1. Formation and Purpose:**

- The National Assembly completed the draft of the Constitution in 1791.
- Its main objective was to limit the powers of the monarch and end absolute monarchy.
- France became a constitutional monarchy, where power was divided among three organs: Legislature, Executive, and Judiciary

## **2. Legislative Structure and Voting System:**

- Law-making powers were given to the National Assembly.
- The Assembly was indirectly elected: Citizens voted for electors, who then elected the members of the Assembly.
- Voting Rights (Active vs Passive Citizens):
  - a.** Only men above 25 years who paid taxes equal to 3 days of a laborer's wage were considered active citizens (had the right to vote).
  - b.** All women and men not meeting the tax criteria were considered passive citizens (no voting rights).
- To be elected as an elector or member of the Assembly, a man had to be among the highest taxpayers.

## **3. Declaration of the Rights of Man and Citizen:**

- The Constitution began with the Declaration of the Rights of Man and Citizen.
- Rights were termed "natural and inalienable" – belonging to every person by birth.
- Key rights included:
  - a.** Right to life
  - b.** Freedom of speech
  - c.** Freedom of opinion
  - d.** Equality before the law
- The state was responsible for protecting these rights.

## **4. Key Principles from the Declaration (Source C):**

- All men are born free and equal in rights.
- The purpose of any government is to protect natural rights: Liberty, property, security, and resistance to oppression
- Sovereignty lies in the nation, not in any individual or group.

- Law is the general will, and all citizens are equal before it.
- Every citizen has the right to speak, write, and print freely but is responsible for its misuse.
- No one can be arrested or punished unless determined by law.
- Taxes must be equal, and levied in proportion to income.
- Property is a sacred right and can only be taken for public use with just compensation.

## **5. Critical Voices (Source B: Jean-Paul Marat's Viewpoint):**

- Jean-Paul Marat, a revolutionary journalist, criticized the Constitution for favoring the rich.
- He believed that the Constitution ignored the poor and would not bring change peacefully.
- Marat argued that wealth influenced law, and laws lasted only with the people's consent.
- He warned that the poor would rise not just against the aristocrats, but also against wealthy property owners.

## **Reading Political Symbols**

- In the 18th century, the majority of men and women were illiterate (couldn't read or write).
- To communicate revolutionary ideas, images and symbols were used in place of written words.
- The painting by Le Barbier (Fig. 8) represents the Declaration of the Rights of Man and Citizen through powerful visual symbols.

## **Important Symbols and Their Meanings:**

### **1. Broken Chain:**

- Chains were traditionally used to fetter (bind) slaves.

- A broken chain symbolizes freedom from oppression or slavery.
- It represents the act of becoming free.

## **2. The Bundle of Rods or Fasces:**

- A single rod can be broken easily, but a bundle of rods cannot.
- This symbolizes strength in unity or collective strength.

## **3. The Eye within a Triangle Radiating Light:**

- Known as the “All-seeing eye”, it stands for knowledge and awareness.
- The rays of sunlight symbolize the end of ignorance or enlightenment.

## **4. Sceptre:**

- The sceptre is a traditional symbol of royal power or monarchy.
- It signifies the authority once held by kings.

## **5. Snake Biting Its Tail to Form a Ring (Ouroboros):**

- A snake forming a ring by biting its tail is a symbol of eternity.
- The ring has no beginning or end, representing infinite continuity.

## **6. Red Phrygian Cap:**

- This cap was historically worn by freed slaves in ancient Rome.
- In the revolution, it symbolizes freedom and liberation from slavery.

## **7. Blue-White-Red:**

- These are the national colours of France (the tricolour flag).
- They came to symbolize unity, nationalism, and republican values.

### 8. The Winged Woman:

- The winged female figure is a personification of the Law.
- She represents the idea that law is supreme and universal.

### 9. The Law Tablet:

- The law tablet conveys that laws are equal for everyone.
- It upholds the principle of equality before law and rule of law.

### New words:

1. **Chateau (pl. chateaux)** – Castle or stately residence belonging to a king or a nobleman.
2. **Manor** – An estate consisting of the lord's lands and his mansion.

## MCQs on NCERT History Class 9 Chapter 1 Topic – The Outbreak of the Revolution

Here are the top exam-oriented MCQ-type questions on “*The Outbreak of the Revolution*” that you should prepare for your CBSE or state board exams:

### Question 1. What was the Estates General in France?

- a) A judicial body
- b) A religious council
- c) A political body with representatives from three estates
- d) A military council

**Answer: c)** A political body with representatives from three estates



**Question 2.** In France of the Old Regime, who had the power to impose taxes?

- a) The clergy
- b) The king alone
- c) The Estates General
- d) The nobility

**Answer: c)** The Estates General

**Question 3.** When was the last meeting of the Estates General before 1789 held?

- a) 1610
- b) 1614
- c) 1620
- d) 1625

**Answer: b)** 1614

**Question 4.** How many representatives did the Third Estate send to the Estates General in 1789?

- a) 300
- b) 450
- c) 500
- d) 600

**Answer: d)** 600

**Question 5.** Who were denied entry to the Estates General assembly in 1789?

- a) Nobles
- b) Priests
- c) Women, peasants, and artisans
- d) Merchants and bankers

**Answer: c)** Women, peasants, and artisans

**Question 6. What demand did the Third Estate make regarding voting in the Estates General?**

- a) Only the first estate should vote
- b) One vote per estate
- c) One vote per member
- d) No voting at all

**Answer: c)** One vote per member

**Question 7. Who inspired the idea of 'one vote per member'?**

- a) Montesquieu
- b) Voltaire
- c) Rousseau
- d) Locke

**Answer: c)** Rousseau

**Question 8. Where did the representatives of the Third Estate declare themselves the National Assembly?**

- a) Bastille
- b) The Palace of Versailles
- c) A church
- d) An indoor tennis court

**Answer: d)** An indoor tennis court

**Question 9. Who were the leaders of the National Assembly formed in June 1789?**

- a) Robespierre and Danton
- b) Napoleon and Lafayette
- c) Mirabeau and Abbé Sieyès
- d) Voltaire and Rousseau

**Answer: c)** Mirabeau and Abbé Sieyès

**Question 10. Which influential pamphlet was written by Abbé Sieyès?**

- a) Common Sense
- b) What is the Third Estate?
- c) Rights of Man
- d) Liberty and Law

**Answer: b)** What is the Third Estate?

**Question 11. What major event happened on 14 July 1789 in Paris?**

- a) Napoleon became emperor
- b) The National Assembly was formed
- c) Storming of the Bastille
- d) The Constitution was signed

**Answer: c)** Storming of the Bastille

**Question 12. What was the main reason for the women's protest in Paris in 1789?**

- a) Voting rights
- b) Unemployment
- c) High price of bread
- d) Religious discrimination

**Answer: c)** High price of bread

**Question 13. What caused panic in the countryside of France in 1789?**

- a) News of a plague
- b) Arrival of British troops
- c) Rumours that nobles had hired brigands
- d) Death of Louis XVI

**Answer: c)** Rumours that nobles had hired brigands

**Question 14. What did peasants do during the Great Fear in the countryside?**

- a) Formed military groups
- b) Wrote petitions to the king
- c) Burned documents of manorial dues
- d) Fled to cities

**Answer: c)** Burned documents of manorial dues

**Question 15. What was abolished by the National Assembly on the night of 4 August 1789?**

- a) The monarchy
- b) The Bastille
- c) The feudal system and clerical privileges
- d) The Estates General

**Answer: c)** The feudal system and clerical privileges

**Question 16. When was the Constitution that limited the powers of the monarch completed?**

- a) 1789
- b) 1791
- c) 1793
- d) 1804

**Answer: b)** 1791

**Question 17. What type of government did France become in 1791?**

- a) Absolute monarchy
- b) Republic
- c) Constitutional monarchy
- d) Dictatorship

**Answer: c)** Constitutional monarchy

**Question 18. Which body was given the power to make laws by the Constitution of 1791?**

- a) King's Council
- b) National Assembly

- c) Judicial Court
- d) Republican Senate

**Answer: b)** National Assembly

**Question 19. What was the minimum age and tax requirement for men to vote under the 1791 Constitution?**

- a) 21 years and 2 days' wage
- b) 25 years and 3 days' wage
- c) 30 years and 5 days' wage
- d) 18 years and no tax

**Answer: b)** 25 years and 3 days' wage

**Question 20. Who were considered 'active citizens' under the 1791 Constitution?**

- a) Women above 25
- b) Men who paid taxes
- c) All men and women
- d) Nobles and clergy

**Answer: b)** Men who paid taxes

**Question 21. What were the basic rights guaranteed in the Declaration of Rights of Man and Citizen?**

- a) Voting, military service, free land
- b) Education, shelter, food
- c) Liberty, property, security, resistance to oppression
- d) Religion, monarchy, obedience

**Answer: c)** Liberty, property, security, resistance to oppression

**Question 22. According to the Declaration, who is the source of all sovereignty?**

- a) The monarch
- b) The clergy
- c) The nation
- d) The nobles

**Answer: c)** The nation

**Question 23. What was the opinion of Jean-Paul Marat about the Constitution of 1791?**

- a) It favoured the poor
- b) It gave equal rights to all
- c) It favoured the rich
- d) It empowered women

**Answer: c)** It favoured the rich

**Question 24. What does the symbol of the broken chain represent in revolutionary France?**

- a) Loyalty
- b) Royal power
- c) Freedom from slavery
- d) Eternal rule

**Answer: c)** Freedom from slavery

**Question 25. What does the bundle of rods or fasces symbolise?**

- a) Knowledge
- b) Eternity
- c) Strength through unity
- d) Oppression

**Answer: c)** Strength through unity

**Question 26. What does the 'eye within a triangle radiating light' represent?**

- a) Religion
- b) Unity
- c) Knowledge
- d) Equality

**Answer: c)** Knowledge

**Question 27. Which colour combination became the national colours of France?**

- a) Red-White-Green
- b) Blue-White-Red
- c) Yellow-Black-White
- d) Red-Green-Black

**Answer: b)** Blue-White-Red

**Question 28. What does the red Phrygian cap signify?**



- a) Intelligence
- b) Royalty
- c) Freedom from slavery
- d) Clergy power

**Answer: c)** Freedom from slavery

### **Question 29. What is the Law Tablet a symbol of?**

- a) Laws written by the king
- b) Freedom of religion
- c) Equality before law
- d) Divine justice

**Answer: c)** Equality before law

## **France Abolishes Monarchy and Becomes a Republic**

### **1. Tensions after the Constitution of 1791:**

- Even after signing the Constitution, Louis XVI entered into secret negotiations with the King of Prussia.
- Neighbouring monarchies feared the spread of revolutionary ideas and planned military intervention in France.

### **2. War Against Monarchies:**

- In April 1792, the National Assembly declared war against Prussia and Austria.
- Thousands of volunteers joined the army, viewing it as a people's war against kings and aristocracy across Europe.

### **3. The Marseillaise: Patriotic Anthem:**

- Roget de L'Isle, a poet, composed 'La Marseillaise', a patriotic war song.
- It was first sung by volunteers from Marseilles as they marched into Paris.
- Today, La Marseillaise is the national anthem of France.

### **4. Impact of Revolutionary Wars on Common People:**

- The wars caused economic difficulties and losses.
- While men fought, women managed households and worked for survival.
- Many felt that the revolution must go further, as the Constitution of 1791 only benefited the rich.

### **5. Rise of Political Clubs:**

- Political clubs became centers for debate and action planning.
- The most influential club was the Jacobins, named after the convent of St Jacob in Paris.
- Even women formed their own clubs to voice demands and concerns.

### **6. Who Were the Jacobins?:**

- Jacobins came from lower-income groups like small shopkeepers, artisans, and daily wage workers.
- Their leader was Maximilian Robespierre.
- Jacobins rejected the fashion of the aristocracy and wore long striped trousers instead of knee breeches.
- This dress code marked them as sans-culottes, meaning 'those without knee breeches'.

- Sans-culottes also wore a red cap, symbolizing liberty, but women were not allowed to wear it.

## **7. Storming of the Palace and End of Monarchy:**

- In August 1792, the Jacobins led an insurrection due to shortages and high food prices.
- On 10 August, they stormed the Palace of the Tuileries, killed the king's guards, and held the king hostage.
- As a result, the royal family was imprisoned.

## **8. Universal Male Suffrage:**

- New elections were held where all men aged 21+ could vote, regardless of wealth or class.
- This marked the beginning of universal male suffrage in revolutionary France.

## **9. France Becomes a Republic:**

- The new elected assembly was named the Convention.
- On 21 September 1792, it abolished the monarchy and declared France a republic.
- A republic is a system where leaders are elected and no hereditary monarchy exists.

## **10. Execution of Louis XVI and Marie Antoinette:**

- Louis XVI was convicted of treason and executed publicly on 21 January 1793 at the Place de la Concorde.
- Queen Marie Antoinette was also executed shortly after.

## **The Reign of Terror**

## **1. Definition and Timeframe:**

- The period from 1793 to 1794 is known as the Reign of Terror.
- It was led by Maximilian Robespierre, the leader of the Jacobins.

## **2. Robespierre's Harsh Policies:**

- Robespierre believed in strict control and punishment to safeguard the republic.
- He targeted anyone considered an 'enemy of the republic', including:
  - a.** Ex-nobles and clergy
  - b.** Rival political party members
  - c.** Even his own supporters who disagreed with him

## **3. Use of Revolutionary Tribunal and Guillotine:**

- Suspected enemies were arrested, tried by a revolutionary tribunal, and if found guilty, guillotined.
- The guillotine was a beheading device with a blade, named after its inventor Dr. Guillotin.

## **4. Economic Control Measures:**

- Robespierre's government:
  - a.** Fixed a maximum ceiling on wages and prices.
  - b.** Introduced rationing of meat and bread.
  - c.** Forced peasants to bring grain to cities and sell it at government-fixed prices.
- The use of white flour was banned.
- Everyone had to eat pain d'égalité (equality bread) made from wholewheat.

## **5. Social Reforms and Symbols of Equality:**

- Traditional terms like Monsieur (Sir) and Madame (Madam) were replaced with Citoyen and Citoyenne (Citizen).
- This linguistic change was meant to promote equality and citizenship.
- Churches were closed, and many were converted into offices or barracks to reduce religious influence.

## **6. Fall of Robespierre:**

- Robespierre's policies became so extreme that even his allies turned against him.
- In July 1794, Robespierre was:
  - a. Convicted by a court
  - b. Arrested
  - c. Executed the next day by the guillotine

## **Source D**

### **1. Viewpoint of Camille Desmoulins:**

- Camille Desmoulins, a revolutionary journalist, criticized Robespierre's use of terror.
- He believed liberty is not achieved through terror but through happiness, reason, equality, and justice.
- He warned that guillotining one enemy creates ten more.
- He was executed during the Reign of Terror, showing Robespierre's intolerance of criticism.

### **2. Robespierre's Justification for Terror:**

- On 7 February 1794, Robespierre declared in the Convention:
  - a.** Terror was necessary to defend liberty.
  - b.** Terror is “swift, severe, inflexible justice” in times of revolution.
- He believed terror was essential to destroy domestic and foreign enemies and to establish democracy.

## **A Directory Rules France**

### **1. Aftermath of the Jacobin Government:**

- The fall of the Jacobins led to the wealthy middle class taking control of power.
- A new constitution was introduced after the Jacobins lost power.

### **2. Features of the New Constitution:**

- The new constitution denied voting rights to the non-propertied sections of society (only property-owning men could vote).
- It created two elected legislative councils to make laws.

### **3. Creation of the Directory:**

- The two councils elected an executive body called the Directory.
- The Directory was made up of five members.
- This system was designed to prevent the concentration of power in the hands of one person (unlike Robespierre’s rule).

### **4. Political Instability of the Directory:**

- There were frequent clashes between the Directory and the legislative councils.
- The legislative councils often tried to dismiss the Directors, leading to political instability.

## 5. Rise of Napoleon Bonaparte:

- The continued instability under the Directory created conditions for a military dictator to rise.
- Eventually, Napoleon Bonaparte seized power, ending the Directory rule.

## 6. Lasting Ideals of the French Revolution:

- Despite changes in government, the ideals of the Revolution – liberty, equality before the law, and fraternity – remained strong.
- These revolutionary ideas inspired political movements in France and across Europe throughout the 19th century.

### New words:

**Convent** – Building belonging to a community devoted to a religious life.

## MCQs on NCERT History Class 9 Chapter 1 Topic – France Abolishes Monarchy and Becomes a Republic

Here are the top exam-oriented MCQ-type questions on “*France Abolishes Monarchy and Becomes a Republic*” that you should prepare for your CBSE or state board exams:

### Question 1. Who composed the song ‘Marseillaise’?

- a) Maximilian Robespierre
- b) Georges Danton

- c) Jean Jacques Rousseau
- d) Roget de L'Isle

**Answer: d)** Roget de L'Isle

**Question 2. Why did the National Assembly declare war on Prussia and Austria in April 1792?**

- a) To spread monarchy
- b) To suppress revolution
- c) To defend France from foreign threats
- d) To support Britain

**Answer: c)** To defend France from foreign threats

**Question 3. What is the national anthem of France?**

- a) The Spirit of the Laws
- b) Marseillaise
- c) Liberty March
- d) La Révolution

**Answer: b)** Marseillaise

**Question 4. Who led the Jacobin Club?**

- a) Georges Danton
- b) Napoleon Bonaparte
- c) Camille Desmoulins
- d) Maximilian Robespierre

**Answer: d)** Maximilian Robespierre



**Question 5. What was the symbolic dress of the Jacobins called?**

- a) Breeches
- b) Sans-culottes
- c) Trousers of Liberty
- d) Red Caps

**Answer: b)** Sans-culottes

**Question 6. What does 'Sans-culottes' literally mean?**

- a) Those with red caps
- b) Those without coats
- c) Those without knee breeches
- d) Those with liberty

**Answer: c)** Those without knee breeches

**Question 7. When was monarchy abolished and France declared a republic?**

- a) 10 August 1792
- b) 14 July 1789
- c) 21 September 1792
- d) 5 May 1789

**Answer: c)** 21 September 1792

**Question 8. Why was Louis XVI executed?**

- a) For corruption
- b) For trying to escape

- c) On the charge of treason
- d) For supporting the Jacobins

**Answer: c)** On the charge of treason

**Question 9. What device was used for executions during the Reign of Terror?**

- a) Firing squad
- b) Guillotine
- c) Rope
- d) Sword

**Answer: b)** Guillotine

**Question 10. What was the period from 1793 to 1794 known as?**

- a) Age of Reason
- b) Enlightenment Period
- c) Reign of Terror
- d) Jacobin Rule

**Answer: c)** Reign of Terror

**Question 11. Which of the following was not a law introduced by Robespierre's government?**

- a) Rationing of bread
- b) Ceiling on wages
- c) Encouragement of luxury goods
- d) Use of wholewheat bread

**Answer: c)** Encouragement of luxury goods

**Question 12. What were French citizens required to eat during the Reign of Terror?**

- a) Baguettes
- b) White bread
- c) Pain d'égalité (equality bread)
- d) Rice and beans

**Answer: c)** Pain d'égalité (equality bread)

**Question 13. What were citizens called during Robespierre's rule?**

- a) Monsieur and Madame
- b) Sire and Lady
- c) Citoyen and Citoyenne
- d) Comrade

**Answer: c)** Citoyen and Citoyenne

**Question 14. Why was Robespierre eventually executed?**

- a) He supported monarchy
- b) He was a traitor
- c) He imposed extreme policies and lost support
- d) He was anti-revolution

**Answer: c)** He imposed extreme policies and lost support

**Question 15. What system of government was set up after the fall of Jacobins?**

- a) Monarchy
- b) Republic under Napoleon
- c) Directory
- d) Military dictatorship

**Answer: c)** Directory

**Question 16. How many members were there in the Directory?**

- a) Three
- b) Four
- c) Five
- d) Six

**Answer: c)** Five

**Question 17. What was the major problem with the Directory system?**

- a) It supported monarchy
- b) It was too democratic
- c) Constant conflict with legislative councils
- d) It gave voting rights to all

**Answer: c)** Constant conflict with legislative councils

**Question 18. The political instability of the Directory led to the rise of:**

- a) Robespierre
- b) Rousseau
- c) Napoleon Bonaparte
- d) Louis XVII

**Answer: c)** Napoleon Bonaparte

**Question 19.** The ideals that continued to inspire political movements in Europe were:

- a) Socialism and Capitalism
- b) Liberty, Equality, Fraternity
- c) Monarchy and Feudalism
- d) Democracy and Federalism

**Answer: b)** *Liberty, Equality, Fraternity*

## Reason Type MCQs on NCERT History Class 9

### Chapter 1 Topic – **France Abolishes Monarchy and Becomes a Republic**

**Question 1.**

**Assertion (A):** Louis XVI was sentenced to death by a court in 1793.

**Reason (R):** He was found guilty of treason and conspiring with foreign monarchs.

- 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.

**Answer: a)** Both A and R are true, and R is the correct explanation of A.

**Question 2.**

**Assertion (A):** The Reign of Terror was marked by excessive control and punishment.

**Reason (R):** Robespierre allowed complete press freedom and opposed the use of the guillotine.

- 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.

**Answer: c)** A is true, but R is false.

### Question 3.

**Assertion (A):** The Jacobin Club was formed by the nobility and upper clergy of French society.

**Reason (R):** They wanted to preserve the feudal privileges and restore monarchy.

- 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) Both A and R are false.

**Answer: d)** Both A and R are false.

### Question 4.

**Assertion (A):** The term sans-culottes was used for Jacobins who wore long striped trousers.

**Reason (R):** They used this attire to show solidarity with workers and to oppose aristocratic fashion.

- 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.

**Answer: a)** Both A and R are true, and R is the correct explanation of A.

**Question 5.**

**Assertion (A):** Women played a central role in the Jacobin club and led major revolts.

**Reason (R):** Women were allowed to wear red liberty caps and participate equally in the political process.

- 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.

**Answer: c)** A is true, but R is false.

**Question 6.**

**Assertion (A):** The Reign of Terror ended with the execution of Robespierre in 1794.

**Reason (R):** People had grown tired of his harsh policies and demanded moderation.

- 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.

**Answer: a)** Both A and R are true, and R is the correct explanation of A.

**Question 7.**

**Assertion (A):** The Directory failed to bring political stability in France.

**Reason (R):** The Constitution gave voting rights to all adult citizens regardless of property.

- 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.

**Answer: c)** A is true, but R is false.

## Did Women have a Revolution?

### 1. Active Participation of Women:

- From the beginning, women actively participated in the events of the French Revolution.
- Their aim was to pressurise the revolutionary government to improve their living conditions.

### 2. Conditions of Working Women:

- Most women of the Third Estate had to work for a living – as seamstresses, laundresses, market-sellers, or domestic servants.
- Women did not have access to education or professional training.
- Only daughters of nobles or wealthy third estate families could study at convents and were then married off.
- Working women also handled household chores: cooking, fetching water, queuing for bread, and child care.
- Wages for women were lower than those for men, even for the same work.

### 3. Formation of Political Clubs:

- To voice their concerns, women formed political clubs and newspapers.
- Around 60 women's clubs were formed across France.



- The Society of Revolutionary and Republican Women was the most prominent club.

#### **4. Demands of Women:**

- Women demanded equal political rights, such as:
  - a.** Right to vote
  - b.** Right to be elected
  - c.** Right to hold political office
- They were disappointed by the 1791 Constitution, which classified them as passive citizens.

#### **5. Early Reforms by Revolutionary Government:**

- State schools were created, and schooling was made compulsory for girls.
- Forced marriages were banned; marriages became a civil contract entered freely.
- Divorce was legalized, accessible to both men and women.
- Women were allowed to train for jobs, become artists, or run small businesses.

#### **6. Suppression During Reign of Terror:**

- During the Reign of Terror, women's political clubs were shut down.
- Political activities of women were banned.
- Many prominent women were arrested and executed.

#### **7. Long-Term Women's Movement:**

- The struggle for political rights continued globally for the next 200 years.

- In the late 19th and early 20th century, the international suffrage movement campaigned for voting rights and equal wages.
- The political activism of French women remained an inspiration for future generations.
- French women gained the right to vote in 1946.

## **Source E: The life of a revolutionary woman – Olympe de Gouges (1748–1793)**

- Olympe de Gouges (1748–1793) was one of the most politically active women during the French Revolution.
- She opposed the 1791 Constitution and the Declaration of Rights of Man and Citizen as they excluded women from fundamental rights.
- In 1791, she wrote the Declaration of the Rights of Woman and Citizen, addressing it to:
  - a.** The Queen
  - b.** Members of the National Assembly
- Her declaration demanded equal rights for women in political and social spheres.
- In 1793, she criticised the Jacobin government for closing women's clubs.
- She was arrested and tried by the National Convention and charged with treason.
- As a result, Olympe de Gouges was executed in 1793.

## **Source F: Some of the basic rights set forth in Olympe de Gouges' Declaration**

- "Woman is born free and remains equal to man in rights" – this was the core principle of her declaration.

- Political associations should protect natural rights of both women and men:
  - a.** Liberty
  - b.** Property
  - c.** Security
  - d.** Resistance to oppression
- Sovereignty resides in the nation, which is a union of man and woman – not just men.
- Laws must express the general will, and:
  - a.** All citizens (male & female) should have a say in law-making.
  - b.** All are equal before the law, regardless of gender.
- Women are equally entitled to public honours and employment based on talent and ability – not gender.
- Like men, women are equally subject to the law, including arrest and trial, in accordance with justice.

## Source G: Jacobin Politician Chaumette's View

- In 1793, Jacobin leader Chaumette defended the closure of women's clubs.
- He argued that women's role was limited to domestic duties and motherhood, as per "natural law."
- He believed *politics, agriculture, and hunting were 'man's domain'*, while household and motherhood were for women.
- Chaumette called women who demanded equal rights "shameless" and claimed that nature had already assigned duties fairly between men and women.

## MCQs on NCERT History Class 9 Chapter 1 Topic

### – Did Women Have A Revolution?

Here are the top exam-oriented MCQ-type questions on “*Did Women Have A Revolution?*” that you should prepare for your CBSE or state board exams:

**Question 1.** Which section of society did most working women in France during the Revolution belong to?

- a) Nobility
- b) First Estate
- c) Third Estate
- d) Clergy

**Answer: c)** Third Estate

**Question 2.** What kind of jobs did most working-class women do during the French Revolution?

- a) Teachers and writers
- b) Seamstresses, laundresses, vendors
- c) Lawyers and bankers
- d) Engineers and soldiers

**Answer: b)** Seamstresses, laundresses, vendors

**Question 3.** Why did women form political clubs during the French Revolution?

- a) To support the monarchy
- b) To promote fashion and culture
- c) To voice their interests and demand equal rights
- d) To fight against men

**Answer: c)** To voice their interests and demand equal rights

**Question 4. What was the most famous women's political club in France during the revolution?**

- a) Society of Women Equality
- b) Women's Suffrage Group
- c) Society of Revolutionary and Republican Women
- d) Liberty and Sisterhood Association

**Answer: c)** Society of Revolutionary and Republican Women

**Question 4. What political rights were women demanding during the French Revolution?**

- a) Free housing
- b) Right to vote and hold public office
- c) Free healthcare
- d) Right to own slaves

**Answer: b)** Right to vote and hold public office

**Question 5. Which law regarding marriage was introduced by the revolutionary government?**

- a) Dowry system
- b) Marriage arranged by the church
- c) Forced marriages legalized
- d) Marriage became a civil contract entered freely

**Answer: d)** Marriage became a civil contract entered freely

**Question 6. During which period were women's political clubs banned in France?**

- a) Age of Enlightenment
- b) Reign of Terror
- c) Directory Period
- d) Rule of Monarchy

**Answer: b)** Reign of Terror

**Question 7. Who was Olympe de Gouges?**

- a) A queen of France
- b) A military general
- c) A politically active woman and writer
- d) A Jacobin leader

**Answer: c)** A politically active woman and writer

**Question 8. Which document did Olympe de Gouges write in 1791?**

- a) Constitution of 1791
- b) Declaration of Women's Rights
- c) The Rights of Man
- d) Declaration of the Rights of Woman and Citizen

**Answer: d)** Declaration of the Rights of Woman and Citizen

**Question 9. What happened to Olympe de Gouges after criticizing the Jacobin government?**

- a) She was rewarded
- b) She was made a minister
- c) She was exiled
- d) She was executed

**Answer: d)** She was executed

**Question 10. When did women in France finally win the right to vote?**

- a) 1793
- b) 1804
- c) 1946
- d) 1919

**Answer: c)** 1946

**Question 11. What kind of education reforms were introduced for girls by the revolutionary government?**

- a) Girls were banned from schools
- b) Education was only for nobility
- c) Schooling was made compulsory
- d) Girls could study only religious texts

**Answer: c)** Schooling was made compulsory

**Question 12. Which statement best reflects the ideas in Olympe de Gouges' Declaration?**

- a) Only men should have political rights
- b) Men and women should be equal in all rights
- c) Women should stay at home
- d) Men are superior to women

**Answer: b)** Men and women should be equal in all rights

**Question 13. Which of the following rights were demanded by Olympe de Gouges in her declaration?**

- a) Right to free transportation
- b) Right to religious conversion
- c) Right to liberty, property, and security
- d) Right to monarchy

**Answer: c)** Right to liberty, property, and security

**Question 14. According to Chaumette, why were women's clubs closed in 1793?**

- a) Women were too powerful
- b) Women were equal to men
- c) Nature assigned domestic duties to women
- d) The monarchy ordered the closure

**Answer: c)** Nature assigned domestic duties to women

**Question 15. What was Chaumette's opinion on women participating in politics?**

- a) He supported it
- b) He remained neutral
- c) He ridiculed it
- d) He encouraged women's suffrage

**Answer: c)** He ridiculed it

**Question 16. What international movement in the 19th–20th centuries was inspired by French women's political activities?**



- a) Industrial Revolution
- b) French Civil Code Movement
- c) International Suffrage Movement
- d) Communist Movement

**Answer: c)** International Suffrage Movement

## The Abolition of Slavery

### 1. Role of the Jacobin Regime:

- Abolition of slavery was one of the most revolutionary social reforms introduced by the Jacobin government.
- The Convention passed a law in 1794 to free all slaves in the French overseas colonies.

### 2. Importance of French Colonies:

- France had Caribbean colonies like:
  - a.** Martinique
  - b.** Guadeloupe
  - c.** San Domingo: These were vital suppliers of tobacco, indigo, sugar, and coffee.
- These colonies had a shortage of labour, as Europeans were unwilling to work in distant and unfamiliar regions.

### 3. The Triangular Slave Trade:

- To meet labour demands, a triangular slave trade developed between:
  - a.** Europe
  - b.** Africa
  - c.** Americas

- The slave trade began in the 17th century.
- French merchants from Bordeaux and Nantes:
  - a.** Sailed to the African coast
  - b.** Bought slaves from local chieftains
  - c.** Slaves were branded, shackled, and packed in ships
  - d.** They endured a three-month voyage across the Atlantic
- These slaves were then sold to plantation owners in the Caribbean colonies.
- Port cities like Bordeaux and Nantes became economically prosperous due to this flourishing slave trade.

#### **4. Economic and Political Hesitations:**

- Throughout the 18th century, there was little criticism of slavery in France.
- The National Assembly debated whether rights of man should be extended to colonial people, but:
  - a.** Did not pass any law
  - b.** Feared opposition from businessmen who profited from slavery
- The economic interests of businessmen and plantation owners hindered abolition efforts.

#### **5. Reversal and Final Abolition:**

- In 1804, Napoleon reintroduced slavery, reversing the 1794 law.
- Plantation owners saw freedom as the right to enslave others for economic benefit.
- Slavery was finally and permanently abolished in French colonies in 1848.

**New words:**

1. **Negroes** – A term used for the indigenous people of Africa south of the Sahara. It is a derogatory term not in common use any longer.
2. **Emancipation** – The act of freeing.

## MCQs on NCERT History Class 9 Chapter 1 Topic – The Abolition of Slavery

Here are the top exam-oriented MCQ-type questions on “*The Abolition of Slavery*” that you should prepare for your CBSE or state board exams:

**Question 1.** Which major social reform was introduced by the Jacobin regime?

- a) Universal voting rights for men
- b) Abolition of monarchy
- c) Abolition of slavery in French colonies
- d) Legalization of political clubs

**Answer: c)** Abolition of slavery in French colonies

**Question 2.** Which of the following French colonies were major suppliers of commodities like tobacco and sugar?

- a) Madagascar, Corsica, Algeria
- b) Martinique, Guadeloupe, San Domingo
- c) Normandy, Calais, Marseille
- d) India, Vietnam, Laos

**Answer: b)** Martinique, Guadeloupe, San Domingo

**Question 3. Which of the following was NOT a commodity produced in the French Caribbean colonies?**

- a) Indigo
- b) Coffee
- c) Oil
- d) Sugar

**Answer: c)** Oil

**Question 4. Why did Europeans not prefer to work on Caribbean plantations themselves?**

- a) They were against slavery
- b) Climate and distance made the work unattractive
- c) They had better jobs in Europe
- d) They lacked the required farming skills

**Answer: b)** Climate and distance made the work unattractive

**Question 5. What was the 'triangular slave trade' referring to?**

- a) Trade between France, Italy, and Spain
- b) Trade among Europe, Asia, and Africa
- c) Trade between Europe, Africa, and the Americas
- d) Trade between Africa, India, and Australia

**Answer: c)** Trade between Europe, Africa, and the Americas

**Question 6. From which ports did French merchants sail for the slave trade?**

- a) Paris and Lyon
- b) Marseille and Calais
- c) Bordeaux and Nantes
- d) Brest and Nice

**Answer: c)** Bordeaux and Nantes

**Question 7. How were slaves transported across the Atlantic?**

- a) In comfortable cabins
- b) With medical aid and freedom
- c) Branded, shackled, and packed tightly in ships
- d) In first-class merchant ships

**Answer: c)** Branded, shackled, and packed tightly in ships

**Question 8. What was the main reason behind the use of slave labour on plantations?**

- a) To train Africans for farming
- b) To meet European demand for exotic goods
- c) To expand French culture
- d) To promote global tourism

**Answer: b)** To meet European demand for exotic goods

**Question 9. Which French port cities became economically prosperous due to the slave trade?**

- a) Lyon and Toulouse
- b) Bordeaux and Nantes
- c) Marseille and Strasbourg
- d) Paris and Orleans

**Answer: b)** Bordeaux and Nantes

**Question 10. What was the general attitude towards slavery in France during the 18th century?**

- a) Strong public protests against it
- b) Complete ban by the monarchy
- c) Little criticism or concern
- d) Equal rights for all citizens

**Answer: c)** Little criticism or concern

**Question 11. Why did the National Assembly hesitate to abolish slavery in the colonies?**

- a) They supported slavery
- b) They feared revolt from slaves
- c) They feared losing support of businessmen
- d) They wanted to protect the monarchy

**Answer: c)** They feared losing support of businessmen

**Question 12. In which year did the French Convention legislate to abolish slavery?**

- a) 1789
- b) 1791
- c) 1794
- d) 1848

**Answer: c)** 1794

**Question 13. Who reintroduced slavery after it was abolished by the Convention?**

- a) Louis XVI
- b) Robespierre
- c) Napoleon Bonaparte
- d) Danton

**Answer: c)** Napoleon Bonaparte

**Question 14. Why did plantation owners support the reintroduction of slavery?**

- a) They believed in equality
- b) They wanted to abolish taxes
- c) They viewed it as part of their economic freedom
- d) They feared rebellion

**Answer: c)** They viewed it as part of their economic freedom

**Question 15. When was slavery finally abolished in all French colonies?**

- a) 1791
- b) 1794
- c) 1804
- d) 1848

**Answer: d)** 1848

**Question 16. What was the key reason behind the triangular slave trade's profitability?**

- a) Equal trade partnerships
- b) Low investment in infrastructure
- c) Exploitation of free slave labour
- d) High tariffs imposed on goods

**Answer: c)** Exploitation of free slave labour

**Question 17. Which group of people were most opposed to abolishing slavery during the revolution?**

- a) Clergy
- b) Peasants
- c) Businessmen and plantation owners
- d) Revolutionaries

**Answer: c)** Businessmen and plantation owners

**Question 18. What action was taken by the Convention in 1794 regarding slavery?**

- a) Declared slavery as legal
- b) Freed all slaves in overseas colonies
- c) Increased slave imports
- d) Passed a law to increase plantation productivity

**Answer: b)** Freed all slaves in overseas colonies

## **The Revolution and Everyday Life**

### **1. Revolutionary Social Reform by Jacobins:**

- One of the most radical social reforms of the Jacobin regime was the abolition of slavery in French colonies.



- This reform reflected the ideals of liberty, equality, and fraternity extended beyond mainland France.

## **2. Importance of Caribbean Colonies:**

- Major French colonies in the Caribbean were:
  - a.** Martinique
  - b.** Guadeloupe
  - c.** San Domingo
- These colonies were key producers of:
  - a.** Tobacco
  - b.** Indigo
  - c.** Sugar
  - d.** Coffee

## **3. The Labour Crisis & Slave Trade:**

- European reluctance to work in faraway colonies led to a severe labour shortage on plantations.
- This labour gap was filled through the triangular slave trade between: Europe → Africa → Americas
- The slave trade began in the 17th century.
- French merchants from Bordeaux and Nantes sailed to Africa and:
  - a.** Bought slaves from local African chieftains
  - b.** Slaves were branded, shackled, and packed on ships
  - c.** Voyage to the Caribbean took three months
- Once in the Caribbean, the slaves were sold to plantation owners.
- The use of slave labour allowed plantation owners to meet high demands in European markets for sugar, coffee, and indigo.
- Port cities like Bordeaux and Nantes became economically prosperous due to the slave trade.

#### **4. French Attitude Towards Slavery:**

- In the 18th century, there was little criticism of slavery in France.
- The National Assembly debated whether the Rights of Man applied to colonial people, but:
  - a. No law was passed
  - b. Fear of businessmen's opposition who profited from the trade

#### **5. Slavery Abolished & Reintroduced:**

- In 1794, the Convention finally abolished slavery in all French overseas colonies.
- However, this was a temporary reform.
- In 1804, Napoleon Bonaparte reintroduced slavery, reversing the earlier law.
- Plantation owners believed freedom included the right to own slaves for economic gain.

#### **6. Final Abolition:**

- Slavery was permanently abolished in all French colonies in 1848.

## **Conclusion – Impact of the French Revolution and Napoleon**

#### **1. Napoleon Bonaparte's Rise and Rule:**

- In 1804, Napoleon Bonaparte crowned himself Emperor of France.
- He began a military campaign to conquer neighboring European countries.

- Napoleon dispossessed old ruling dynasties and placed his own family members on the thrones of newly created kingdoms.
- He saw himself as a moderniser of Europe, not just a conqueror.

## **2. Reforms Introduced by Napoleon:**

- Napoleon introduced progressive laws, including:
  - a.** Protection of private property
  - b.** Uniform system of weights and measures (using the decimal system)
- These reforms were initially welcomed by many across Europe who viewed him as a liberator.

## **3. Change in Public Perception:**

- Over time, Napoleonic armies were seen as invaders, not liberators.
- Napoleon was defeated at the Battle of Waterloo in 1815, marking the end of his reign.

## **4. Lasting Impact of Napoleon's Rule:**

- Despite his defeat, Napoleon's reforms spread revolutionary ideas such as:
  - a.** Liberty
  - b.** Equality
  - c.** Modern laws
- These ideas continued to inspire Europe long after Napoleon was gone.

## **5. Global Legacy of the French Revolution:**

- The most important legacy of the French Revolution was the idea of:
  - a. Liberty
  - b. Democratic rights
- These ideas spread throughout Europe in the 19th century, leading to the:
  - a. Abolition of feudal systems
  - b. Rise of nationalist movements
- Colonised nations began to reinterpret liberty as freedom from colonial rule and fought for sovereignty.

## 6. Impact on Indian Thinkers:

- Tipu Sultan (Mysore ruler) and Raja Rammohan Roy were influenced by the revolutionary ideas from France.
- These thinkers adapted the French ideals in their resistance and reform movements.

## 7. Box 2: Rammohan Roy's Response to French Revolution:

- Raja Rammohan Roy was deeply inspired by:
  - a. The French Revolution (1789)
  - b. The July Revolution (1830)
- He was so enthusiastic that on his voyage to England, he:
  - a. Insisted on visiting French warships
  - b. Even though he was injured, he wanted to see the ships flying the revolutionary tri-colour flag.
- His excitement showed how far French revolutionary ideas had travelled, influencing thinkers even in colonial India.

# Topics of NCERT/CBSE History Class 9 Chapter 1: The French Revolution

Topics No.	Topics Name
1	French Society During the Late Eighteenth Century
2	The Outbreak of the Revolution
3	France Abolishes Monarchy And Becomes A Republic
4	Did Women Have A Revolution?
5	The Abolition of Slavery
6	The Revolution and Everyday Life

*Thank You*

