UNIT 10  EVENTS AND PROCESSES

Structure

10.1  Introduction
10.2  Objectives
10.3  The French Revolution
   10.3.1  Origin of the Revolution
   10.3.2  Major Events in the Course of the Revolution
   10.3.3  Consequences of the Revolution
10.4  Teaching-learning Strategy
   10.4.1  Learning Objectives
   10.4.2  Teaching-learning Activities
   10.4.3  Assessment Questions
10.5  Nationalism in India
   10.5.1  Non-cooperation Movement
   10.5.2  Civil Disobedience Movement
10.6  Teaching-learning Strategy
   10.6.1  Learning Objectives
   10.6.2  Teaching-learning Activities
   10.6.3  Assessment Questions
10.6  Let Us Sum Up
10.7  References and Suggested Readings
10.8  Answers to Check Your Progress

10.1  INTRODUCTION

Selecting events and processes in history can be complicated. History writing earlier focused mainly on events and happenings exclusively. Over the years, a critique of this way of doing history developed and hence social, economic and political processes became a concern for history writing. This approach moved toward the interrelationship between these processes to offer a more holistic history. The Marxist and Annals Schools brought this sort of history writing centre-stage. These events again came into focus with writings of Emmanuel Le Roy Ladurie who examined a carnival in France to highlight how events can also illuminate processes. Today history writing also looks at events and processes in an interrelationship. Both highlight different dimensions of history through this interrelationship. In the process, we are able to appreciate the complexities of history in a much more nuanced way. This Unit tries to make you aware of these complexities in the context of two events: the French Revolution and Indian Nationalism.

This unit also provides scope for the use of different learning strategies to achieve the learning objectives. You will learn how to introduce the French Revolution and Nationalism in India through a variety of ways. Adequate description of the content helps you to highlight the major thrust areas while presenting the topic. The items given in the part of formative and summative assessments help you frame your own assessment items as per the level and range of your students.
10.2 OBJECTIVES

After going through this Unit, you should be able to:

- identify major terms, concepts, trends, etc. related to the French Revolution and Indian Nationalism;
- define the meaning of major terms/concepts identified;
- formulate learning objectives according to the contents;
- list appropriate learning aids;
- demonstrate the ability to convey information to your students;
- develop assessment questions; and
- organize relevant co-scholastic activities to achieve the intended learning objectives.

10.3 THE FRENCH REVOLUTION

In the residuum of the American Revolution, there was social and economic unrest in France. The desire for political and economic reforms became the catalyst for what led to the main event in history termed as the French Revolution. It took place between 1789 and 1799 and resulted in profound impact on the growth of nationalism all over the world. The people in France suffered under the ‘Old Regime’. The term ‘Old Regime’ is usually used to describe the society and institutions of France before 1789. Before the 18th century, society was broadly divided into three estates and the economic and social power was in the hands of privileged groups—the nobility and the clergy—while the burden of taxation was upon the productive classes.

10.3.1 Origin of the Revolution

King Louis XVI ascended the throne of France in 1774. During his time, France was in a state of near bankruptcy due to its involvement in American Revolution, extravagant money spending in maintaining the King’s court at Versailles and bad harvest which led to exorbitant price rise in food grains. This situation compelled the King to impose heavy taxes. To restore a stable financial condition in France, the King convened the assembly of Estates-General on 5 May 1789. The Estates-General was a general assembly composed of three groups—The First Estate (clergy group), the Second Estate (nobility group) and the Third Estate (group of common people). Although the Third Estate constituted a vast majority of the French population, their votes could be vetoed by the other two Estates. More than that, only a small number of common people owned the land on their own but were compelled to pay a direct tax called ‘taille’ and many indirect taxes to the government. Neither nobility nor clergy had to pay any direct taxes.

In addition to the economic and social difficulties, the ‘old regime’ was thwarted intellectually by the leaders of enlightenment. French philosophers like John Locke, Jean Jacques Rousseau and Montesquieu enlightened the French people through their writings. John Locke through his book titled ‘The Two Treatises of Government’ opposed the divine and absolute rights of the monarchs. Through his book ‘The Social Contract’, Rousseau claimed that the government should
be based on the contract between people and their representatives. He stood for popular sovereignty. In the book titled ‘Spirit of the Laws’, Montesquieu declared that the power of government should be divided between the three organs namely legislature, executive and judiciary. The philosophers also supported the ideas of liberty, equality and fraternity and their ideas were discussed intensively in public places, books and newspapers.

Outbreak of the Revolution

Louis XVI decided to increase the taxes due to the severe financial crisis and for this he wanted the consent of the assembly called ‘Estates General’. On 5th May 1789, he called the meeting of the Estates General and the first and second estates were represented by 300 members each. At the same time, the third estate was represented by 600 members comprising lawyers, officials, landowners and merchants. Normally voting was done on the principle of ‘one Estate one vote’. This time the representatives of the third Estate demanded that the voting should be done on the basis of ‘one member one vote’. When the King dissented against their demand, the Third Estate walked out of the assembly and gathered at an indoor tennis court on 20th June 1789 and declared themselves as a ‘National Assembly’ of France. They took an oath that they would not separate until a constitution was drafted for France. This event came to be known as the famous ‘Tennis Court Oath’. Leaders like Mirabeau and Abbe Sieyes inspired the common people through their writings. Abbe Sieyes wrote an influential pamphlet called ‘What is the ‘Third Estate?’

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

1) What were the factors that led to poor economy in the French society during the 18th century?
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   ...............................................................................................................
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   ...............................................................................................................
   ...............................................................................................................

2) How did the French philosophers inspire the French Revolution?
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   ...............................................................................................................
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   ...............................................................................................................
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10.3.2 Major Events in the course of the Revolution

The Constitution of 1791

The National Assembly passed a new constitution in 1791 and thereby established a constitutional monarchy in France. It divided the citizens into two groups: active and passive citizens. The Constitution began with a Declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law were established as ‘natural and inalienable’ rights. Many people were unhappy with the 1791 constitution as it gave importance for the rich. One of the political clubs by name ‘Jacobins club’ planned a rebellion in 1792 and attacked the king’s rebellion. Elections were held and the newly elected assembly was called the Convention. On 21st September 1792, France became a republic.

Reign of Terror (The Rule of the Jacobins)

The period from 1793 to 1794 is referred to as ‘the Reign of Terror’. Robespierre acted as a dictator and those who opposed his policies were arrested and punished. He used Guillotine to kill his enemies. After the fall of Jacobin government, a new constitution was introduced that denied vote to non-propertied sections of society. It led to the formation of two legislative councils. A Directory consisting of five men was constituted. In 1804, Napoleon Bonaparte became the emperor of France.

Role of Women in the French Revolution

Under the ‘Old Regime’, the plight of women was miserable. They were paid low wages and except the rich section women in other sections were denied education. Moreover, in the Constitution of 1791, women were considered as passive citizens and political rights were denied to them. They formed political clubs and fought for their rights. But during the ‘Reign of Terror’ women were oppressed. Later they joined the International Suffrage Movement and attained right to vote in 1946.

10.3.3 Consequences of the Revolution

The Revolution brought France under one umbrella and enhanced the power of national State. The French Revolution translates the ideas of liberty and equality in everyday life. Censorship was abolished. Freedom of speech and expression was encouraged. The Declaration of the Rights of Man and Citizen proclaimed freedom of speech and expression to be a natural right. This Revolution had a far reaching impact on 19th century Europe. The major socialist revolutions of the twentieth century in Russia, China and Cuba took inspiration from the French Revolution.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

3) Which groups of the French society would have gained from the Constitution of 1791?

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........................................................................................................................................
10.4 TEACHING-LEARNING STRATEGY

In the subsequent section, you will learn how to transact the topic-‘the French Revolution’ in a classroom.

10.4.1 Learning Objectives

At the end of the lesson, students will be able to:

• classify the causes of the French revolution;
• examine the French Society during the 18th century;
• compare the three Estates of France using a flow chart;
• analyze the ideas of French philosophers in inspiring the people;
• prepare a time –line of the major events during the revolutionary period;
• classify the results of the Revolution;
• analyze the impact of the French Revolution on world history; and
• identify how Indian nationalism was engendered by the French Revolution.

Pre-Requisite

Students might have the knowledge of the idea of feudalism during the middle ages, American Revolution and the Declaration of Independence

Learning Aids

• Pictures of Voltaire, Rousseau and John Locke
• Handouts related with the condition of the France in the 18th century
• Excerpt related with the economic causes of the French Revolution
• Excerpt related with Abbe Sieyes’ writing on ‘What is the Third Estate?’

(French Revolution)

10.4.2 Teaching-Learning Activities

Stage 1- Engage (Individual work)

The teacher asks the students to write the differences between a revolution and a war. Afterwards the teacher asks some students to read out their answers and s/he summarizes the main points on the chalkboard thus:

*Difference between a Revolution and a War*
Revolution  
- A revolution is a battle fought for principles and ideals  
- A revolution leads to a sudden change in socio-political structure  
- A revolution occur in small-scale  
- Revolution is fought by non-professional soldiers  

War  
- Wars often are the result of territorial conflicts  
- A war leads to a gradual change in socio-political structure  
- A war occur in large-scale  
- War is fought by professional soldiers  

Students thus differentiate a revolution from a war.

**Stage 2 – Explore** (Introduction to the topic)

The teacher asks the students to identify the names of the following persons and the revolution they are associated with?

![Fig. 10.1](image1) ![Fig. 10.2](image2) ![Fig. 10.3](image3)

The student identifies the three persons as Voltaire, Rousseau and John Locke and states that they are related with the French Revolution.

The teacher then quotes the famous phrase “Let them eat cake.” Who uttered this word? Which revolution it is related with?

Students name the person as Mary Antoinette and it is related with the French Revolution. When the queen was informed that there is no bread for the French populace, Mary Antoinette uttered this phrase.

**Announcement of the topic**

After having the above interaction with the learners, the teacher announces that today let us discuss and learn about the French Revolution that took place in 1789 and resulted in profound impact on the growth of nationalism all over the world.

**Stage 3- Explain (Presentation on causes of the French Revolution)**

**Activity 1- Preparation of a venn diagram**

The teacher divides the students into four groups and distributes a handout that contains background information on the conditions in France during the 18th century that led to the revolution. Ask them to go through the handout and classify the causes of the French Revolution and present it in the form of venn diagram. Each group will classify the causes of the revolution with specific reference to
its i) political causes, ii) economic causes, iii) social causes and iv) intellectual causes.

**Assessment**

- Teacher will assess the participation of each student in the group work.
- Teacher will assess the following venn diagram prepared by each group.

![Venn Diagram](image)

**Fig.10.4: Causes of French Revolution**

**Stage 4- Elaborate (Causes, major events and consequences of the Revolution)**

**Activity II-** Collaborative work, preparation of a pyramidal structure, filling the worksheet

Each group will be given various causes of the French Revolution to have elaborate discussion. The first group will discuss political causes, the second group will discuss social causes, the third group about economic causes and the fourth on intellectual causes. Ask each group to prepare a note based on the discussed points. Students should be led to infer some causes from the handout, and should be guided by the teacher.

*The first group discusses the political causes and prepares a note containing the following points:*

- The autocratic monarchy, defective administration, extravagant expenditure formed the political cause of the French Revolution.

*The second group while discussing the social causes prepares the following points:*

- The social condition of France during the 18th century was extremely miserable.
- The then French Society was divided into three Estates.
- A pyramidal structure related with the organization of system of Estates in French society is prepared by the group.
The first Estate consisted of clergy, the nobility belonged to the second Estate and the third Estate consisted of common people divided into three layers-i) big businessmen, merchants, court officials, lawyers etc., ii) peasants and artisans and iii) small peasants, landless labour and servants.

The group will prepare a note based on the following questions:
- What are the characteristics that only the First Estate had?
- What are some characteristics that all three Estates had?
- What are some characteristics that the First and Second Estate had in common?

Students thus compare and contrast among the three Estates.

The third group discusses the economic causes on the basis of the following excerpts and questions provided by the teacher:

**Problem 1**

By 1787, the French government was bankrupt. It was 4000 million livres in debt. France had spent a lot of money fighting costly wars, but had nothing to show for it. Many people accused the royals, especially Queen Marie-Antoinette of spending too much money on luxuries. Others said that the tax system was corrupt and some tax-collectors did not hand all their taxes over to the government. In 1787 the King asked the nobility to help him reform the tax system. As we already know, members of the first and the second estate did not have to pay some taxes. King Louis XVI wanted them to start paying some of them. It is not surprising that they refused to do so.

**Problem 2**

Most people in France depended heavily on agriculture and farming in the 1700s. During the years 1787 – 1789, terrible weather, heavy rain, hard winters and too hot summers led to three very bad harvests in France. This led to peasants and farmers having smaller incomes, while food prices rose sharply. The poor harvests also meant that many French farmers became unemployed. Many poorer people were starving, but could not afford food and could not find a job. Meanwhile, the nobility, the clergy and King Louis and his family continued to live in the lap of luxury, in their palaces and chateaux.

Source: www.SchoolHistory.co.uk
• What were the twin problems mentioned in the above excerpts?
• What was the condition of France’s economy in the 18th century?
• How did the French government become bankrupt by 1787?
• How did the bad harvest affect the French people?
• How did the economic depression affect the economy of France?
• How did the French system of taxation contributed to the revolution?

Assessment

Each group leader is then requested to make presentations on the basis of their group discussions. The teacher will then provide a worksheet to each student to fill the column to assess their understanding level.

<table>
<thead>
<tr>
<th>Members in the System of Estates</th>
<th>Payers</th>
<th>Receivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clergy</td>
<td>Exempted from taxes</td>
<td></td>
</tr>
<tr>
<td>Nobility</td>
<td>Taxes</td>
<td>Feudal dues</td>
</tr>
<tr>
<td>Merchants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small peasants</td>
<td></td>
<td>Nothing</td>
</tr>
</tbody>
</table>

The fourth group discusses the intellectual causes that led to the Revolution.

Involve students in a brainstorming activity designed to provide answers to the questions given below:

• Explain how individuals promoted revolutionary actions during the French revolution?
• Explain how and why various ideals such as liberty, equality and popular sovereignty became driving forces for the French Revolution?

The following main points will be summarized and the students noted down in their daily diary.

• Montesquieu rejected the theory of the Divine Right of the kings and suggested that the king should be selected by the will of the people. Montesquieu proposed a division of power within the government between the legislature, the executive and the judiciary.

• In his Two Treatises of Government, Locke sought to refute the doctrine of the divine and absolute right of the monarch.

• Rousseau gave the people of France the concept of democracy through his book ‘Social Contract’.

Other writers like Abbe Sieyes also inspired the French people through his book titled ‘What is the Third Estate?’ An excerpt of the book will be given to each group and ask each group to gather information about the following questions:

• What are the main questions raised by Abbe Sieyes?
• How did Abbe Sieyes define a nation?
• What conclusion did Abbe Sieyes arrive at through his writings?
Abbé Sieyès, What is the Third Estate?, 1789

The plan of this work is quite simple. We have three questions to ask ourselves.

1) What is the Third Estate? – Everything.
2) What has it been so far in the political order? – Nothing.
3) What does it ask to be? – Something.

We shall see if these are the right answers. Meanwhile, it would be wrong to say that these truths have been exaggerated when you have not yet seen the supporting evidence. Next we shall examine the measures that have been tried, and those that must [still] be taken, for the Third Estate to actually become something. Thus we shall state:

4) What ministers have tried to do in the interests of the Third Estate, and what the privileged themselves propose to do for it?;
5) What should have been done?;
6) And finally, what remains to be done for the Third Estate so that it can take up the place that is its due [. . .]

What is a nation? A body of people who join together to live under common laws and be represented by the same legislative assembly. It is only too clear, isn’t it, that the nobility has privileges and exemptions it dares to call its rights that are separate from the rights of the main body of citizens. As a consequence of these special rights, it does not belong to the common order; [nor is it subject to] the common law. Thus its private rights already make the nobility into a separate people, a nation within a nation. [. . .]

With regard to its political rights, it also exercises these separately. It has its own representatives without any mandate from the people. Its corps of deputies sits separately, and even if it should sit in the same chamber as the deputies of ordinary citizens, its representative function would still be fundamentally distinct and separate. The nobility is alien to the nation, firstly from the standpoint of principle, since it does not derive its powers from the people; secondly from the standpoint of its objectives since these involve defending, not the general interest, but the private one.

The Third Estate thus contains everything proper to the nation; and those who do not belong to the Third Estate cannot be seen as part of the nation. What is the Third Estate? Everything. [What is the third estate? 1: ‘The Third Estate is the complete nation]


Activity III- Role Play

Teacher divides the students into small groups and assigns the task to enact the functioning of French society during the 19th century. Each group will select characters such as King, Queen, clergy, nobility and common people to enact the role of a person according to their choice. They will also select situation to enact the roles of ‘selected persons’. Other members in the group act as audience and they will do peer assessment at the end of the role play. Other members from
each group will prepare notes and give their own opinions about the play. Finally the teacher sums up the main points.

Assessment

- Contribution of each individual in the group
- Enactment of selected role according to that particular society
- Effectiveness of peer assessment

Major Events in the Course of the Revolution

Lay out a timeline for the years 1789 to 1804 in the classroom. Assign each group to find out key events of the Revolution. Ask them to place the event at its proper place on the timeline and to write a description explaining how it took place and why the event was important. After this activity, ask each group to fill the following worksheet.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>What happened?</th>
<th>Who were the participants?</th>
<th>Outcome of the event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of National Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall of Bastille</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tennis Court Oath</td>
<td></td>
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<td></td>
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<tr>
<td>Declaration of Rights of Man and Citizen</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reign of Terror</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Declaration of Rights of Women</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Activity IV - Debate

The class would be divided into two teams and a topic titled ‘the French Revolution laid the foundation of modern democracy’ is assigned to them. One team will speak in favour of the topic while the other defends it. Team members will choose their speaker. All the members in each team will collect points related with the topic. Two members from each team will be selected for the rebuttal. The Chair will be headed by the teacher.

Assessment

On the basis of following criteria, assessment will be done by the teacher:

- Relevance of the content
- Presentation style
- Clarity of the argument
- Logical approach
- Quality of the rebuttal

Activity V - Consequences of the Revolution (Brainstorming session)

Conduct a brainstorming session to discuss the consequences of the French Revolution based on the following questions:
• In what ways do you think the French Revolution might have changed ways people thought and acted?
• Do the actions of the women reflect traditional ideas of how women were expected to behave in public?
• How did the French Revolution impact the rise of nationalism in other countries?
• How was Nationalism in India influenced by this Revolution?

Each student will prepare an essay focusing on the consequences of the Revolution.

At the end, the students summarizes that politically, the governmental structure of the Revolution moved from an absolute monarchy to a constitutional monarchy to a republic and finally to an oligarchy. The Revolution also undermined the traditional social hierarchy of France, by reducing the privileges of the First (clergy) and the Second (nobility) Estates. The Revolution made a dramatic cultural impact in terms of building nationalism not only in France but also in the world. Thus the students understood how events and processes led to major changes in the formation of a democratic government.

Assessment

• Notes on daily diary

10.4.3 Assessment Questions

Stage 5- Evaluate (Reflective Questions and Activities)

1) Among the various causes, which one do you consider as the immediate cause of the French Revolution?
2) Conduct a mock national assembly in the classroom.
3) Prepare a scrap book containing the contributions of French philosophers and the major events of the Revolution.
4) Discuss the connection between main outcomes of the French Revolution and later historical events.
5) Would you agree with the view that the message of universal rights was beset with contradictions? Explain.

10.5 NATIONALISM IN INDIA

The second half of the 19th century witnessed the growth of an organized national movement in India. The introduction of a uniform and modern system of government by the British throughout the country unified it administratively. The introduction of the railways, telegraph and unified postal systems had unified the country together and promoted mutual contact among the people, especially among the leaders. Introduction of English language provided people an opportunity to communicate with each other in spite of regional linguistic differences. We may say that Indian Nationalism emanated partly as a result of colonial policies and partly as a reaction to colonial policies. The entry of Mahatma Gandhi into the field of Indian politics changed the picture of Indian nationalism. He organized several satyagraha movements in different parts of India. In 1919, he launched a nationwide satyagraha against the introduction of Rowlatt Act. It gave the government enormous powers to repress political activities, and allowed
detention of political prisoners without trial for two years. The Khilafat movement was an important part of non-cooperation movement. Here we will discuss two important events in Indian nationalism –i) non-cooperation movement and ii) civil disobedience movement.

### 10.5.1 Non-cooperation Movement

In support of Khilafat as well as for swaraj, Gandhiji decided to start non-cooperation movement in 1920 in order to drive the British out of the country. Non-cooperation movement was a non-violent war against the atrocities of the British government. Various social groups participated in this movement, each with its own specific aspiration. As part of non-cooperation movement, Indians surrendered their titles given by the British government and boycotted the law courts, the educational institutions and the election of the legislatures. Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires. Irrespective of religion, caste and community the participation by all people in the movement provided a mass character.

Due to the Chauri Chaura incident, Gandhiji decided to withdraw the non-cooperation movement in February 1922. In December 1929, under the presidency of Jawaharlal Nehru, the Lahore Congress formalised the demand of ‘Purna Swaraj’ or full independence for India. It was declared that 26 January 1930, would be celebrated as the Independence Day when people were to take a pledge to struggle for complete independence.

### 10.5.2 Civil Disobedience Movement

Under the leadership of Gandhiji, the Civil Disobedience Movement was launched with the Dandi March in AD 1930. On 12 March 1930, Gandhiji with some of his followers left the Sabarmati Ashram at Ahmedabad and marched towards Dandi, a village on the west coast of India. Here, Gandhiji protested against the Salt Law (salt was a monopoly of the government and no one was allowed to make salt) by making salt himself and throwing up a challenge to the British government. The Dandi March signified the start of the Civil Disobedience Movement. Even the women folk also took part in this civil disobedience movement. After the decline of the Non-Cooperation-Khilafat movement, a large section of Muslims felt alienated from the Congress and kept away from civil disobedience movement. Through these movements Indians learnt how philosophical tenets influence masses to lead political battles. In the next section, we demonstrate how to teach civil disobedience movement in India through teaching-learning strategy.

### 10.6 Teaching-Learning Strategy

In the following section, you will learn how to teach the topic- ‘Civil Disobedience Movement in India’ in your class.

#### 10.6.1 Learning Objectives

At the end of the lesson, students will be able to:

- recognize the meaning of the term civil disobedience;
- delineate the reasons for launching civil disobedience movement;
- categorize the stages of civil disobedience movement;
- describe the event and result of civil disobedience movement in India.
Pre-Requisite
Students might be aware about various events that took place during Indian Independence Movement.

Learning Aids
- Pictures related with Dandi March
- Handouts related with civil disobedience movement, Gandhi’s Code of Discipline

(Civil Disobedience Movement)

10.6.2 Teaching-Learning Activities

Stage 1- Engage
Showing the following picture in the class, students are asked to identify the context of the picture.

Possible responses of students regarding the scene might be:
- A March
- A protest rally under the leadership of Mahatma Gandhi
- An event that took place during Indian Independence

Stage 2 – Explore (Introduction to the topic)
The teacher gave the students a hint that the march was related with salt. The students then might recall the event and name it as ‘Dandi March’. Students are then asked to identify the movement related with ‘Dandi March’? The students name it as civil disobedience movement.

Announcement of the topic
After having the above interaction with the learners, the teacher announces that today let us discuss and learn in details about ‘Civil Disobedience Movement in India’.

Stage 3- Explain (Presentation on Civil Disobedience Movement)

Activity 1- Group Discussion
The teacher divides the students into four groups and gives the topic ‘Civil Disobedience Movement’ to discuss. After the discussion, each group will present
their understandings about the term ‘Civil Disobedience’ and the teacher writes the points on the chalkboard as follows:

- Group I - Refusal to obey the demands of government
- Group II - Refusal to oblige certain laws
- Group III - Rebellion against unfair laws
- Group IV - A type of non-violent movement

The teacher then adds that civil disobedience, as a philosophy was first coined by Henry David Thoreau in America in 1849. The basic activity of civil disobedience is to break the salt laws of the government without any violent measures.

**Activity II- Note-making (Dandi March)**

The teacher provides a handout related with ‘Civil Disobedience Movement in India’ to each group and asks them to gather information about the following questions:

- Who started the Civil Disobedience Movement in India?
- Which is the most important event that took place with this movement in India?
- Why was the march known as ‘Dandi March’?
- What activity did the protesters do in the Dandi March?
- What was the role of women in this movement?

**Assessment**

- The teacher assesses the daily diary of each student.

**Stage 4- Elaborate - Brainstorming session and Note-making**

The teacher distributes a flash card related with Gandhi’s Code of Discipline to each group. Each group reviews together ‘Gandhi’s Rules of Civil Disobedience’.

<table>
<thead>
<tr>
<th>Gandhi’s Rules of Civil Disobedience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Harbor no anger, but suffer the anger of the opponent.</td>
</tr>
<tr>
<td>2) Do not submit to any order given in anger, even though severe punishment is threatened for disobeying.</td>
</tr>
<tr>
<td>3) Refrain from insults and swearing.</td>
</tr>
<tr>
<td>4) Protect opponents from insult or attack, even at the risk of life.</td>
</tr>
<tr>
<td>5) Do not resist arrest or the attachment of property, unless holding property as a trustee.</td>
</tr>
<tr>
<td>6) Refuse to surrender any property held in trust at the risk of life.</td>
</tr>
<tr>
<td>7) If taken prisoner, behave in an exemplary manner.</td>
</tr>
<tr>
<td>8) As a member of the satyagraha (civil disobedience) unit, obey the orders of satyagraha leaders, and resign from the unit in the event of serious disagreement.</td>
</tr>
</tbody>
</table>

Involving students in a brainstorming activity designed to provide answers to the questions given below:

- What is the essence of this code of discipline?
- Is it a passive resistance or active resistance? Why?

**Consequences of the Civil Disobedience Movement**

Conduct a collaborative session to discuss the consequences of the Civil Disobedience Movement. Questions to prompt them might include:

- In what ways do you think that the Civil Disobedience Movement might have influenced the freedom struggle in India?
- What is the economic impact of Civil Disobedience Movement?

Each student will prepare an essay focusing on the consequences of the Revolution.

**Assessment**

- Notes on daily diary

At the end, the students will summarize that Civil Disobedience Movement was an important event during the Gandhian Era. Though it was withdrawn in 1934, this event played a major role in enhancing the national consciousness among Indians. Politically and economically, this event exerted a major influence on the freedom struggle of India.

### 10.6.3 Assessment Questions

**Stage 5- Evaluate (Reflective Questions and Activities)**

- Why did Gandhiji decide to launch Civil Disobedience Movement?
- Describe the event of Civil Disobedience Movement.
- Compare the Civil Disobedience Movement in India with those of other countries.
- How did this movement act as a catalyst in the freedom struggle of India?

### 10.7 LET US SUM UP

In this Unit, a brief content on two events- the French Revolution and Nationalism in India were presented. Under the French Revolution, we discussed origin of the revolution, major events in the course of the revolution and consequences of the revolution. In order to teach the contents, we provided teaching-learning strategy comprising learning objectives, teaching-learning activities and assessment questions. Teaching-learning strategy was presented using 5-E constructive approach to transaction of learning experiences. Similarly, under Indian Nationalism, we discussed non-cooperation movement and civil disobedience movement. In order to teach the contents, we provided teaching-learning strategy comprising learning objectives, teaching-learning activities and assessment questions. Teaching-learning strategy was presented using 5-E constructive approach to transaction of learning experiences.
10.8 REFERENCES AND SUGGESTED READINGS


10.9 ANSWERS TO CHECK YOUR PROGRESS

1) i) Participation in the American revolution and extravagance of King Louis XVI and his wife led France into debt. Bad harvest resulted to famine in society and subsequently led to subsistence crisis. Due to bad harvest, the peasants were unable to pay taxes.

ii) Montesquieu rejected the theory of the Divine Right of the kings and suggested that the king should be selected by the will of the people. Montesquieu proposed a division of power within the government between the legislature, the executive and the judiciary.

In his *Two Treatises of Government*, Locke sought to refute the doctrine of the divine and absolute right of the monarch.

Rousseau gave the people of France the concept of democracy through his book ‘Social Contract’.

2) i) The rich people (active citizens) have gained from the Constitution of 1791.

ii) Refer to section 1.3.2.