

Exercise walk-through

4.1

Technological Innovations from 1450 to 1750

AP World History: Modern

Why Europeans Sailed, continued

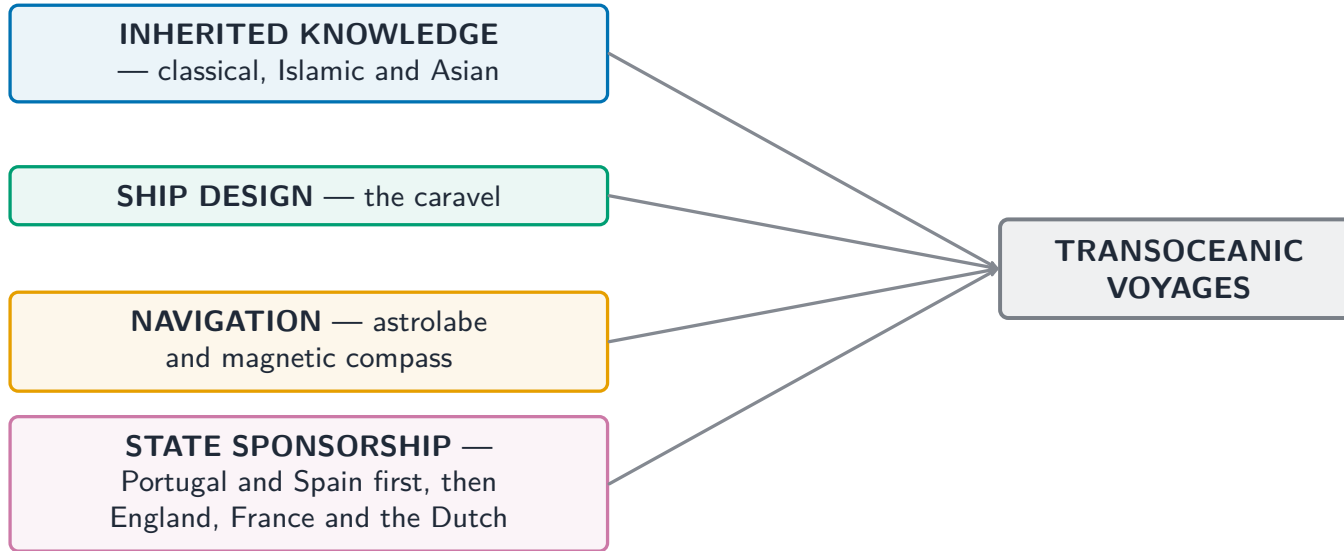
The voyages rested on borrowed knowledge. Learning and technology from the **Classical**, **Islamic**, and **Asian** worlds was gathered and applied in Europe: new tools, innovations in **ship design**, and better understanding of **navigation** – the **caravel**, the **astrolabe**, the **magnetic compass**, and knowledge of wind patterns.

Motives combined the search for wealth, competition between states, and religious mission.



a caravel replica

Four conditions, all necessary, in detail



Four necessary conditions, not one motive - knowledge and instruments still need a sponsor

Four coerced-labour systems, told apart, in detail

SYSTEM	WHO, AND WHERE	WHAT IT SUPPLIED
ENCOMIENDA	Indigenous people, Spanish America	a labour grant attached to a colonist
MITA	Indigenous communities, the Andes	rotating compulsory labour, above all for the mines
PLANTATION SLAVERY	enslaved Africans, the Atlantic world	the workforce for sugar, tobacco and later cotton
SLAVERY WITHIN AFRICA	continues in its traditional forms	incorporation into households — a different institution, and the CED says so

The growth of the **plantation economy** increased demand for enslaved labour, and the **Atlantic slave trade** expanded enormously to supply it.

Exercises 2.1·2.2

2.1 Name the three sources of the knowledge that spread. [3]

2.2 Name the three developments and classify each. [3]

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2.1

- the Classical world; the Islamic world; the Asian world
-

2.2 Name the three developments and classify each. [3]

2.2

- new tools – a tool; ship design innovations – a vessel; wind and current knowledge – a body of knowledge

Exercise 2.3 (a)

2.3 The CED says European developments were facilitated.

(a) State what this means about their origin.

[1]

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[1]

(a)

- that the knowledge came from outside Europe and was built on there

Exercise 2.3 (b)

2.3 The CED says European developments were facilitated.

(b) State the link to unit 2.

[1]

Exercise 2.3 (b)

2.3 The CED says European developments were facilitated.

(b) State the link to unit 2.

[1]

(b)

- unit 2's networks carried the knowledge unit 4's voyages used

Exercises 3.1-3.2

3.1 The developments are said to have made possible

[1]

☐

A land empires

B transoceanic travel and trade

C the printing press

D the plague

3.2 The improved understanding concerned

[1]

☐

A regional wind and current patterns

B crop rotation

C metallurgy

D taxation

Exercises 3.1-3.2

3.1 The developments are said to have made possible

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A land empires

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3.1 B

- the CED's own phrase

3.2 The improved understanding concerned

[1]

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A regional wind and current patterns

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D taxation

3.2 A

- wind and current patterns

Exercise 3.3 (a)

3.3 A technique developed in one region is used to reach another.

(a) State what this shows about the voyages.

[1]

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3.3 A technique developed in one region is used to reach another.

(a) State what this shows about the voyages.

[1]

(a)

- that they rested on knowledge accumulated across Afro-Eurasia

Exercise 3.3 (b)

3.3 A technique developed in one region is used to reach another.

(b) Explain why this weakens a purely European account.

[2]

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(b) Explain why this weakens a purely European account.

[2]

(b)

- the enabling knowledge was Classical, Islamic and Asian, so the voyages are an outcome of connection rather than of one region alone