

# 4 Transoceanic voyages: what made them possible – Part 1

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

| English         | 中文    | Write it 3 times (English) |
|-----------------|-------|----------------------------|
| state-supported | 国家支持的 | _____                      |

## Recall

- You know a ship needs to know where it is going.
- You have used a tool invented somewhere else.
- You know a state pays for what it expects to gain.

## New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

### ■ 1 Borrowed knowledge

Knowledge and technology from the **Classical, Islamic and Asian** worlds spread and facilitated European technological developments - new tools, ship designs and an improved understanding of wind and current patterns.

*Worked example.* Unit 2’s networks carried the knowledge unit 4’s voyages used.

### ■ 2 State support

New **state-supported** 国家支持的 exploration occurred in this period. The state pays, so the state’s motive is part of the cause and the voyage’s results belong to it.

*Worked example.* A Portuguese trading-post empire and a Spanish transoceanic interest were both outcomes of state sponsorship.

### ■ 3 Intended and actual

Northern Atlantic crossings sought alternative routes to Asia; the Americas were what they met. Outcomes need not match intentions, and the goal still counts as a cause.

*Worked example.* The goal explains why the voyage was funded, which is what a cause has to do.

**Watch out:** The voyages did not rest on European knowledge alone. The CED describes European developments as *facilitated* by Classical, Islamic and Asian learning.

## Practice

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

2.2 Name the three developments the CED lists. [3]

2.3 Explain what ‘state-supported’ adds. [2]

2.4 Explain why a goal counts as a cause even when the outcome differs. [2]