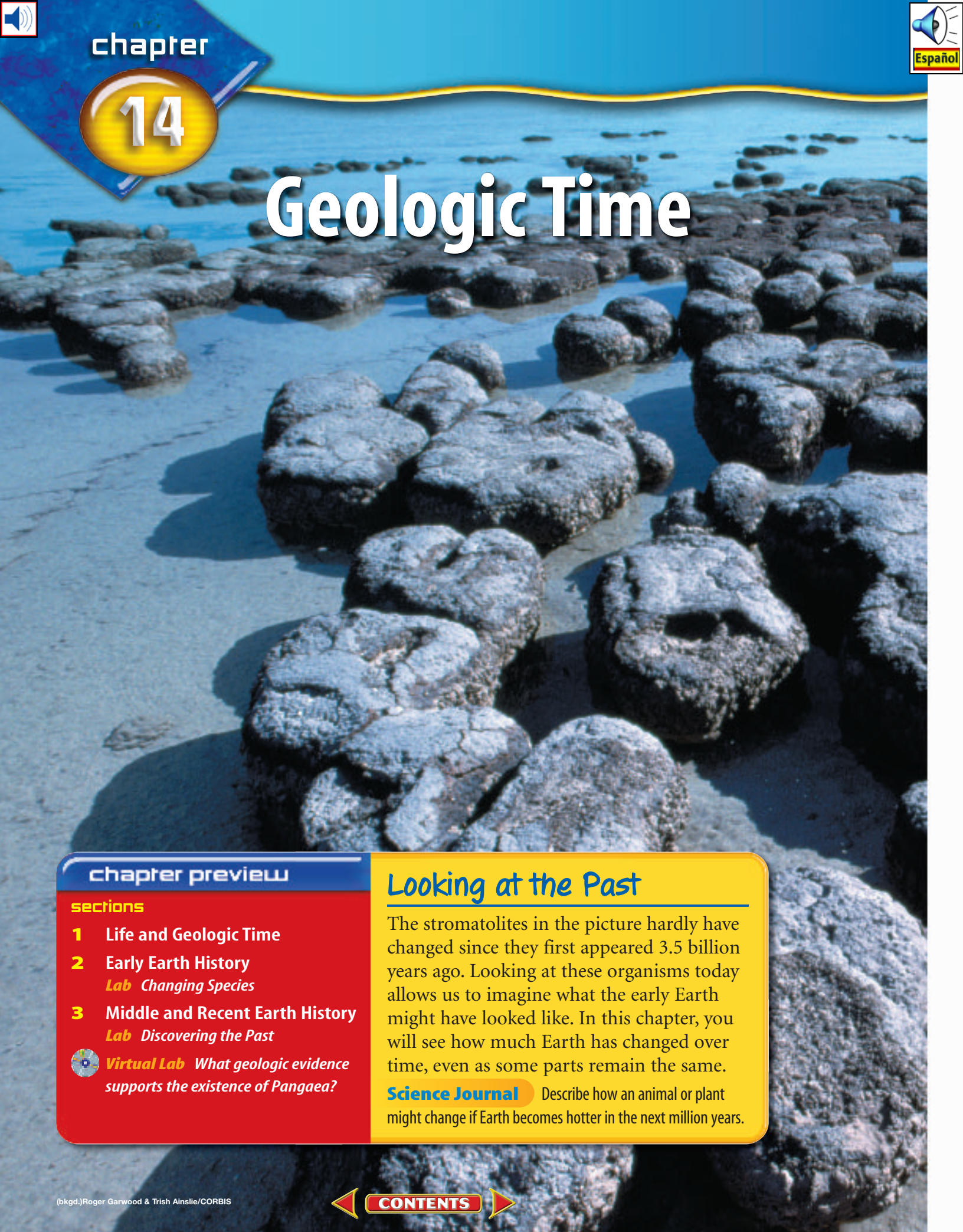




Geologic Time



chapter preview

sections

- 1** Life and Geologic Time
 - 2** Early Earth History
Lab Changing Species
 - 3** Middle and Recent Earth History
Lab Discovering the Past
-  **Virtual Lab** What geologic evidence supports the existence of Pangaea?

Looking at the Past



The stromatolites in the picture hardly have changed since they first appeared 3.5 billion years ago. Looking at these organisms today allows us to imagine what the early Earth might have looked like. In this chapter, you will see how much Earth has changed over time, even as some parts remain the same.

Science Journal Describe how an animal or plant might change if Earth becomes hotter in the next million years.

Start-Up Activities



Survival Through Time

Environments include the living and nonliving things that surround and affect organisms. Whether or not an organism survives in its environment depends upon its characteristics. Only if an organism survives until adulthood can it reproduce and pass on its characteristics to its offspring. In this lab, you will use a model to find out how one characteristic can determine whether individuals can survive in an environment.  



1. Cut 15 pieces each of green, orange, and blue yarn into 3-cm lengths.
2. Scatter them on a sheet of green construction paper.
3. Have your partner use a pair of tweezers to pick up as many pieces as possible in 15 s.
4. **Think Critically** In your Science Journal, discuss which colors your partner selected. Which color was least selected? Suppose that the construction paper represents grass, the yarn pieces represent insects, and the tweezers represent an insect-eating bird. Which color of insect do you predict would survive to adulthood?

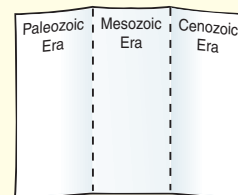
FOLDABLES™ Study Organizer

Geological Time Make the following Foldable to help you identify the major events in each era of geologic time.

- STEP 1** **Fold** the top of a vertical piece of paper down and the bottom up to divide the paper into thirds.



- STEP 2** **Turn** the paper horizontally; **unfold and label** the three columns as shown.



Read for Main Ideas As you read the chapter, list at least three major events that occurred in each era. Keep the events in chronological order. For each event, note the period in which it took place.



Preview this chapter's content and activities at earth.msscience.com

Life and Geologic Time

as you read

What You'll Learn

- **Explain** how geologic time can be divided into units.
- **Relate** changes of Earth's organisms to divisions on the geologic time scale.
- **Describe** how plate tectonics affects species.

Why It's Important

The life and landscape around you are the products of change through geologic time.

Review Vocabulary

fossils: remains, traces, or imprints of prehistoric organisms

New Vocabulary

- geologic time scale
- eon
- era
- period
- epoch
- organic evolution
- species
- natural selection
- trilobite
- Pangaea

Geologic Time

A group of students is searching for fossils. By looking in rocks that are hundreds of millions of years old, they hope to find many examples of trilobites (TRI loh bites) so that they can help piece together a puzzle. That puzzle is to find out what caused the extinction of these organisms. **Figure 1** shows some examples of what they are finding. The fossils are small, and their bodies are divided into segments. Some of them seem to have eyes. Could these interesting fossils be trilobites?

Trilobites are small, hard-shelled organisms that crawled on the seafloor and sometimes swam through the water. Most ranged in size from 2 cm to 7 cm in length and from 1 cm to 3 cm in width. They are considered to be index fossils because they lived over vast regions of the world during specific periods of geologic time.

The Geologic Time Scale The appearance or disappearance of types of organisms throughout Earth's history marks important occurrences in geologic time. Paleontologists have been able to divide Earth's history into time units based on the life-forms that lived only during certain periods. This division of Earth's history makes up the **geologic time scale**. However, sometimes fossils are not present, so certain divisions of the geologic time scale are based on other criteria.



Figure 1 Many sedimentary rocks in the United States are rich in invertebrate fossils such as these trilobites.



Major Subdivisions of Geologic Time The oldest rocks on Earth contain no fossils. Then, for many millions of years after the first appearance of fossils, the fossil record remained sparse. Later in Earth's history came an explosion in the abundance and diversity of organisms. These organisms left a rich fossil record. As shown in **Figure 2**, four major subdivisions of geologic time are used—eons, eras, periods, and epochs. The longest subdivisions—**eons**—are based upon the abundance of certain fossils.

Figure 2 Scientists have divided the geologic time scale into sub-units based upon the appearance and disappearance of types of organisms.

Explain how the even blocks in this chart can be misleading.

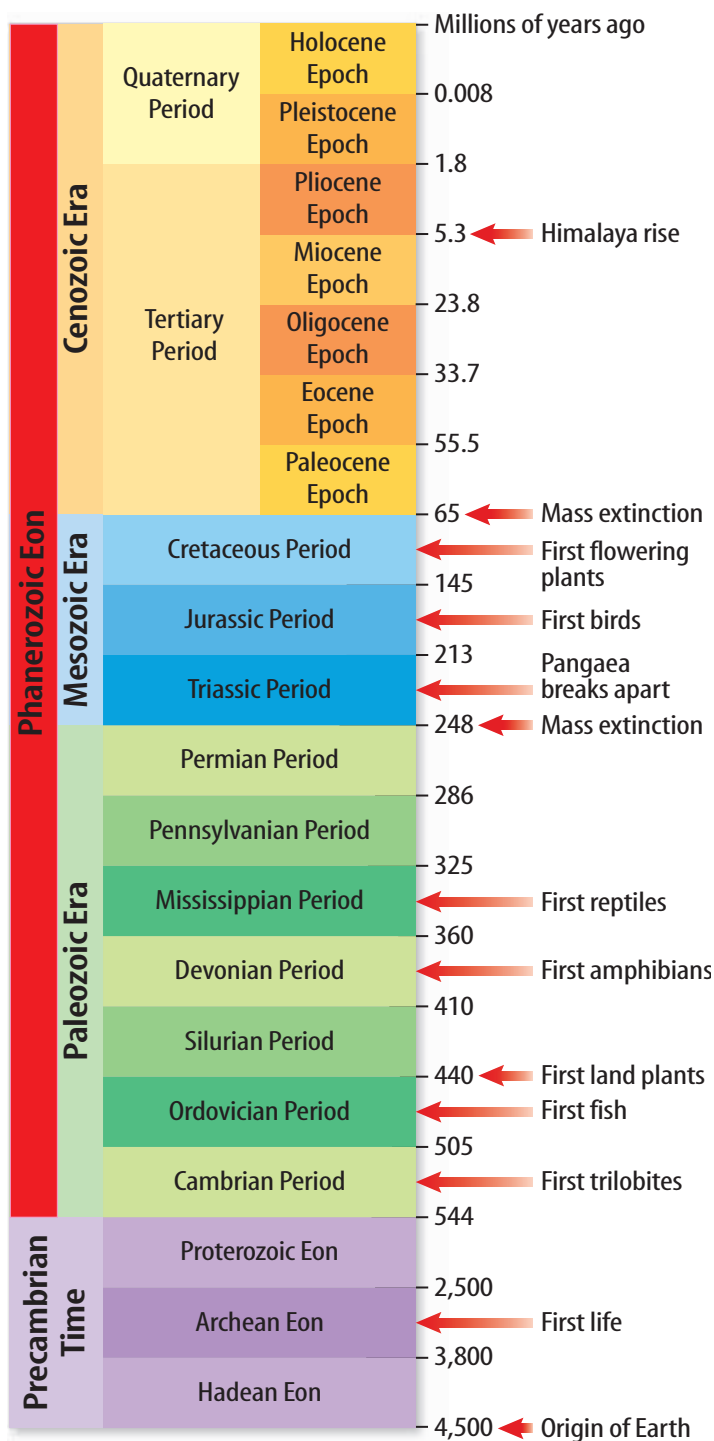
Reading Check

What are the major subdivisions of geologic time?

Next to eons, the longest subdivisions are the **eras**, which are marked by major, striking, and worldwide changes in the types of fossils present. For example, at the end of the Mesozoic Era, many kinds of invertebrates, birds, mammals, and reptiles became extinct.

Eras are subdivided into periods. **Periods** are units of geologic time characterized by the types of life existing worldwide at the time. Periods can be divided into smaller units of time called **epochs**. Epochs also are characterized by differences in life-forms, but some of these differences can vary from continent to continent. Epochs of periods in the Cenozoic Era have been given specific names. Epochs of other periods usually are referred to simply as early, middle, or late. Epochs are further subdivided into units of shorter duration.

Dividing Geologic Time There is a limit to how finely geologic time can be subdivided. It depends upon the kind of rock record that is being studied. Sometimes it is possible to distinguish layers of rock that formed during a single year or season. In other cases, thick stacks of rock that have no fossils provide little information that could help in subdividing geologic time.





Organic Evolution

The fossil record shows that species have changed over geologic time. This change through time is known as **organic evolution**. According to most theories about organic evolution, environmental changes can affect an organism's survival. Those organisms that are not adapted to changes are less likely to survive or reproduce. Over time, the elimination of individuals that are not adapted can cause changes to species of organisms.



Species Many ways of defining the term species (SPEE sheez) have been proposed. Life scientists often define a **species** as a group of organisms that normally reproduces only with other members of their group. For example, dogs are a species because dogs mate and reproduce only with other dogs. In some rare cases, members of two different species, such as lions and tigers, can mate and produce offspring. These offspring, however, are usually sterile and cannot produce offspring of their own. Even though two organisms look nearly alike, if the populations they each come from do not interbreed naturally and produce offspring that can reproduce, the two individuals do not belong to the same species. **Figure 3** shows an example of two species that look similar to each other but live in different areas and do not mate naturally with each other.

Figure 3 Just because two organisms look alike does not mean that they belong to the same species.

Describe an experiment to test if these lizards are separate species.



The desert horned lizard lives in arid regions of the southwestern United States.

The coast horned lizard lives along the coast of central and southern California.





Natural Selection Charles Darwin was a naturalist who sailed around the world from 1831 to 1836 to study biology and geology. **Figure 4** shows a map of his journey. With some of the information about the plants and animals he observed on this trip in mind, he later published a book about the theory of evolution by natural selection.

In his book, he proposed that **natural selection** is a process by which organisms with characteristics that are suited to a certain environment have a better chance of surviving and reproducing than organisms that do not have these characteristics. Darwin knew that many organisms are capable of producing more offspring than can survive. This means that organisms compete with each other for resources necessary for life, such as food and living space. He also knew that individual organisms within the same species could be different, or show variations, and that these differences could help or hurt the individual organism's chance of surviving.

Some organisms that were well suited to their environment lived longer and had a better chance of producing offspring. Organisms that were poorly adapted to their environment produced few or no offspring. Because many characteristics are inherited, the characteristics of organisms that are better adapted to the environment get passed on to offspring more often. According to Darwin, this can cause a species to change over time.

Figure 4 Charles Darwin sailed around the world between 1831 and 1836 aboard the HMS *Beagle* as a naturalist. On his journey he saw an abundance of evidence for natural selection, especially on the Galápagos Islands off the western coast of South America.



Figure 5 Giraffes can eat leaves off the branches of tall trees because of their long necks.

Natural Selection Within a Species Suppose that an animal species exists in which a few of the individuals have long necks, but most have short necks. The main food for the animal is the leafy foliage on trees in the area. What happens if the climate changes and the area becomes dry? The lower branches of the trees might not have any leaves. Now which of the animals will be better suited to survive? Clearly, the long-necked animals have a better chance of surviving and reproducing. Their offspring will have a greater chance of inheriting the important characteristic. Gradually, as the number of long-necked animals becomes greater, the number of short-necked animals decreases. The species might change so that nearly all of its members have long necks, as the giraffe in **Figure 5** has.

 **Reading Check** *What might happen to the population of animals if the climate became wet again?*

It is important to notice that individual, short-necked animals didn't change into long-necked animals. A new characteristic becomes common in a species only if some members already possess that characteristic and if the trait increases the animal's chance of survival. If no animal in the species possessed a long neck in the first place, a long-necked species could not have evolved by means of natural selection.

Figure 6 Cat breeders have succeeded in producing a great variety of cats by using the principle of artificial selection.

Artificial Selection Humans have long used the principle of artificial selection when breeding domestic animals. By carefully choosing individuals with desired characteristics, animal breeders have created many breeds of cats, dogs, cattle, and chickens. **Figure 6** shows the great variety of cats produced by artificial selection.



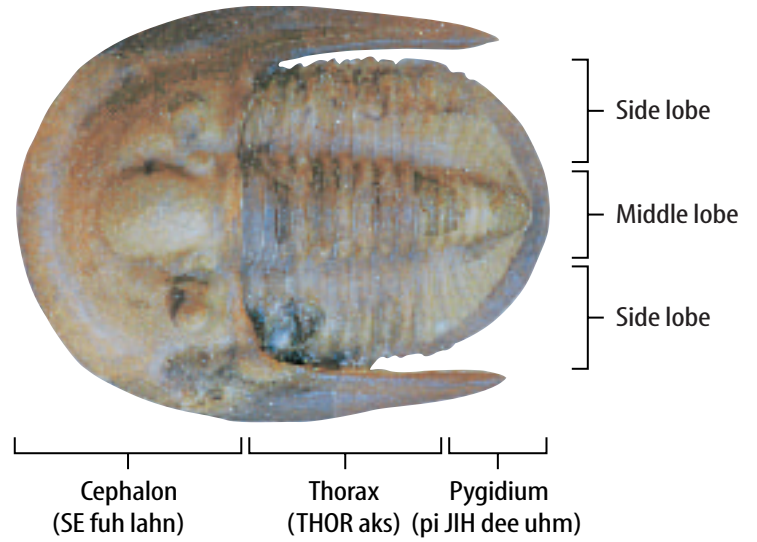
The Evolution of New Species

Natural selection explains how characteristics change and how new species arise. For example, if the short-necked animals migrated to a different location, they might have survived. They could have continued to reproduce in the new location, eventually developing enough different characteristics from the long-necked animals that they might not be able to breed with each other. At this point, at least one new species would have evolved.



Trilobites

Remember the trilobites? The term *trilobite* comes from the structure of the hard outer skeleton or exoskeleton. The exoskeleton of a **trilobite** consists of three lobes that run the length of the body. As shown in **Figure 7**, the trilobite's body also has a head (cephalon), a segmented middle section (thorax), and a tail (pygidium).



Changing Characteristics of Trilobites

Trilobites inhabited Earth's oceans for more than 200 million years.

Throughout the Paleozoic Era, some species of trilobites became extinct and other new species evolved. Species of trilobites that lived during one period of the Paleozoic Era showed different characteristics than species from other periods of this era. As **Figure 8** shows, paleontologists can use these different characteristics to demonstrate changes in trilobites through geologic time. These changes can tell you about how different trilobites from different periods lived and responded to changes in their environments.

Figure 7 The trilobite's body was divided into three lobes that run the length of the body—two side lobes and one middle lobe.

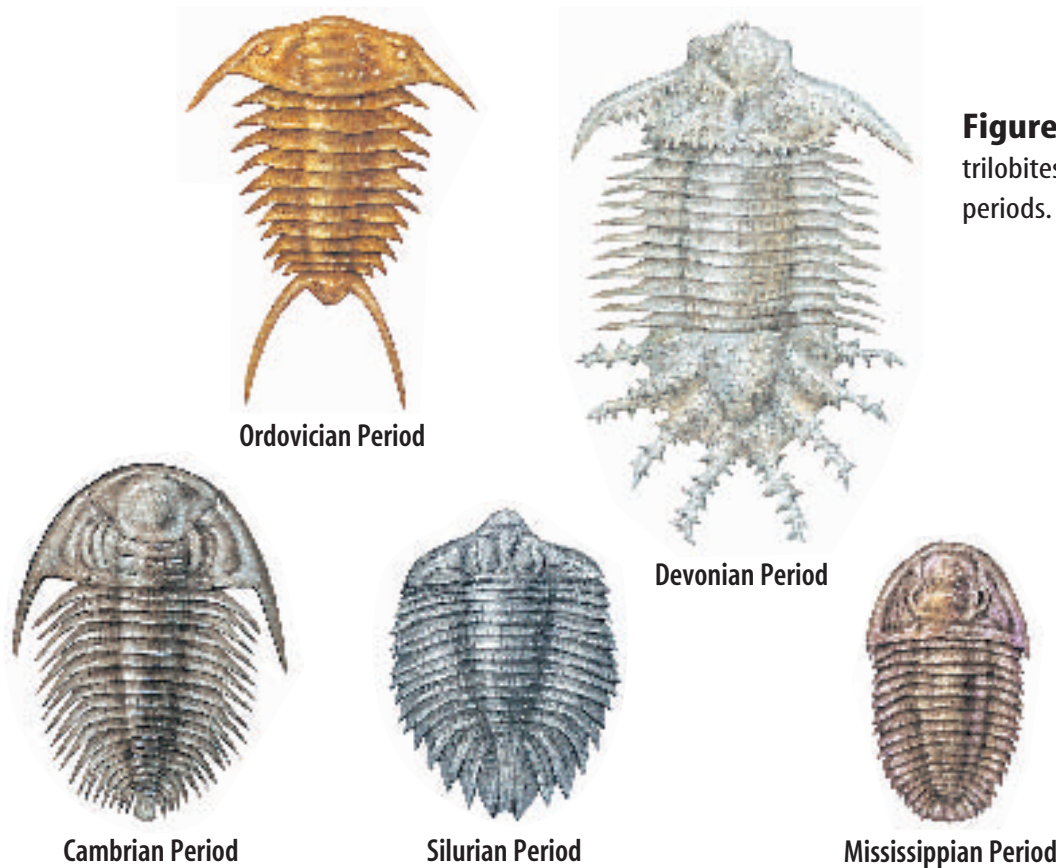


Figure 8 Different kinds of trilobites lived during different periods.

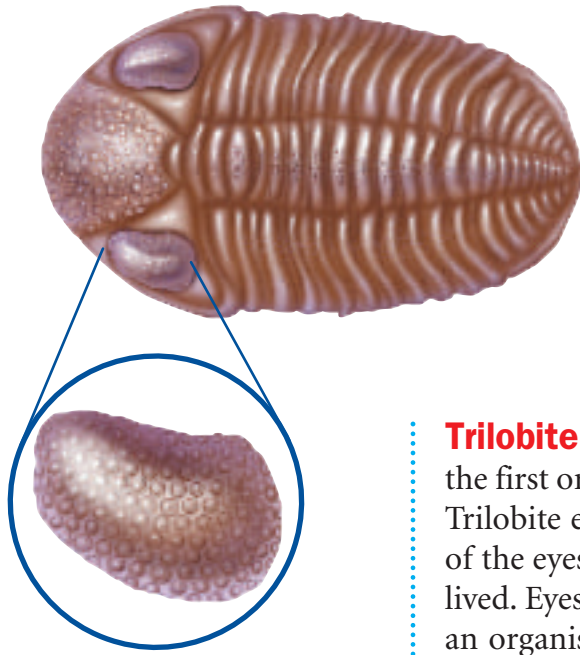


Figure 9 Trilobites had many different types of eyes. Some had eyes that contained hundreds of small circular lenses, somewhat like an insect. The blind trilobite (right) had no eyes.



Trilobite Eyes Trilobites, shown in **Figure 9**, might have been the first organisms that could view the world with complex eyes. Trilobite eyes show the result of natural selection. The position of the eyes on an organism gives clues about where it must have lived. Eyes that are located toward the front of the head indicate an organism that was adapted for active swimming. If the eyes are located toward the back of the head, the organism could have been a bottom dweller. In most species of trilobites, the eyes were located midway on the head—a compromise for an organism that was adapted for crawling on the seafloor and swimming in the water.

Over time, the eyes in trilobites changed. In many trilobite species, the eyes became progressively smaller until they completely disappeared. Blind trilobites, such as the one on the right in **Figure 9**, might have burrowed into sediments on the seafloor or lived deeper than light could penetrate. In other species, however, the eyes became more complex. One kind of trilobite, *Aeglina*, developed large compound eyes that had numerous individual lenses. Some trilobites developed stalks that held the eyes upward. Where would this be useful?

Figure 10 *Olenellus* is one of the most primitive trilobite species.



Trilobite Bodies The trilobite body and tail also underwent significant changes in form through time, as you can see in **Figure 8** on the previous page. A special case is *Olenellus*, shown in **Figure 10**. This trilobite, which lived during the Early Cambrian Period, had an extremely segmented body—perhaps more so than any other known species of trilobite. It is thought that *Olenellus*, and other species that have so many body segments, are primitive trilobites.

Fossils Show Changes Trilobite exoskeletons changed as trilobites adapted to changing environments. Species that could not adapt became extinct. What processes on Earth caused environments to change so drastically that species adapted or became extinct?

Plate Tectonics and Earth History

Plate tectonics is one possible answer to the riddle of trilobite extinction. Earth's moving plates caused continents to collide and separate many times. Continental collisions formed mountains and closed seas caught between continents. Continental separations created wider, deeper seas between continents. By the end of the Paleozoic Era, sea levels had dropped and the continents had come together to form one giant landmass, the supercontinent **Pangaea** (pan JEE uh). Because trilobites lived in the oceans, their environment was changed or destroyed. **Figure 11** shows the arrangement of continents at the end of the Paleozoic Era. What effect might these changes have had on the trilobite populations?

Not all scientists accept the above explanation for the extinctions at the end of the Paleozoic Era, and other possibilities—such as climate change—have been proposed. As in all scientific debates, you must consider the evidence carefully and come to conclusions based on the evidence.



Figure 11 The amount of shallow water environment was reduced when Pangaea formed. **Describe** how this change affected organisms that lived along the coasts of continents.

section 1 review

Summary

Geologic Time

- Earth's history is divided into eons, eras, periods, and epochs, based on fossils.

Organic Evolution

- The fossil record indicates that species have changed over time.
- Charles Darwin proposed natural selection to explain change in species.
- In natural selection, organisms best suited to their environments survive and produce the most offspring.

Trilobites

- Trilobites were abundant in the Paleozoic fossil record and can be used as index fossils.

Plate Tectonics and Earth History

- Continents moving through time have influenced the environments of past organisms.

Self Check

1. **Discuss** how fossils relate to the geologic time scale.
2. **Infer** how plate tectonics might lead to extinction.
3. **Infer** how the eyes of a trilobite show how it lived.
4. **Explain** how paleontologists use trilobite fossils as index fossils for various geologic time periods.
5. **Think Critically** Aside from moving plates, what other factors could cause an organism's environment to change? How would this affect species?

Applying Skills

6. **Recognize Cause and Effect** Answer the questions below.
 - a. How does natural selection cause evolutionary change to take place?
 - b. How could the evolution of a characteristic within one species affect the evolution of a characteristic within another species? Give an example.

Early Earth History

as you read

What You'll Learn

- **Identify** characteristic Precambrian and Paleozoic life-forms.
- **Draw** conclusions about how species adapted to changing environments in Precambrian time and the Paleozoic Era.
- **Describe** changes in Earth and its life-forms at the end of the Paleozoic Era.

Why It's Important

The Precambrian includes most of Earth's history.

Review Vocabulary

life: state of being in which one grows, reproduces, and maintains a constant internal environment

New Vocabulary

- Precambrian time
- cyanobacteria
- Paleozoic Era

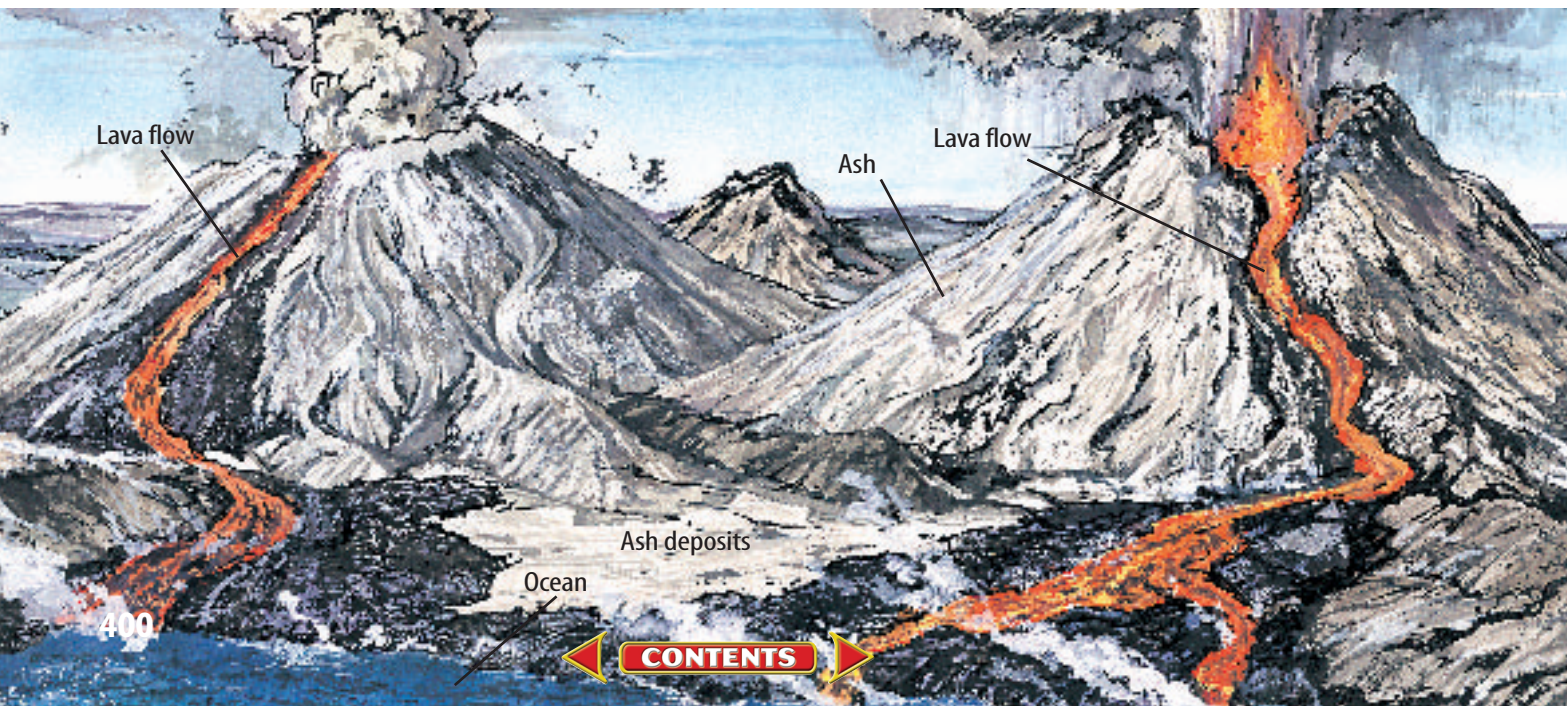
Precambrian Time

It may seem strange, but **Figure 12** is probably an accurate picture of Earth's first billion years. Over the next 3 billion years, simple life-forms began to colonize the oceans.

Look again at the geologic time scale shown in **Figure 2**. **Precambrian** (pree KAM bree un) **time** is the longest part of Earth's history and includes the Hadean, Archean, and Proterozoic Eons. Precambrian time lasted from about 4.5 billion years ago to about 544 million years ago. The oldest rocks that have been found on Earth are about 4 billion years old. However, rocks older than about 3.5 billion years are rare. This probably is due to remelting and erosion.

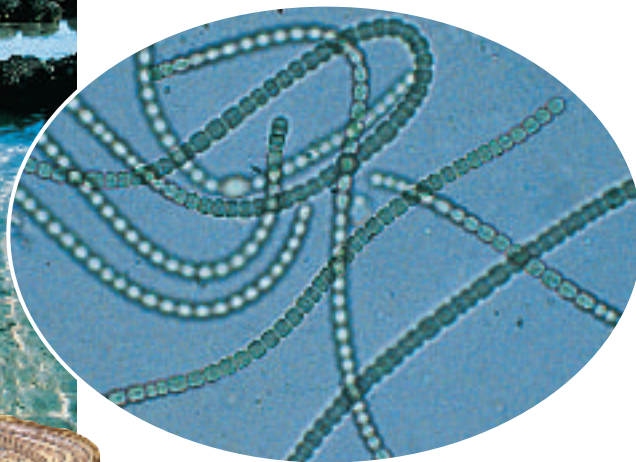
Although the Precambrian was the longest interval of geologic time, relatively little is known about the organisms that lived during this time. One reason is that many Precambrian rocks have been so deeply buried that they have been changed by heat and pressure. Many fossils can't withstand these conditions. In addition, most Precambrian organisms didn't have hard parts that otherwise would have increased their chances to be preserved as fossils.

Figure 12 During the early Precambrian, Earth was a lifeless planet with many volcanoes.





Stromatolites have changed little throughout geologic time. These modern ones in Australia look much like ancient stromatolites.



This is a microscopic view of cyanobacteria.

This cross section of a stromatolite head shows its layered appearance.



Early Life Many studies of the early history of life involve ancient stromatolites (stroh MA tuh lites). **Figure 13** shows stromatolites, which are layered mats formed by cyanobacteria colonies. **Cyanobacteria** are blue-green algae thought to be one of the earliest forms of life on Earth. Cyanobacteria first appeared about 3.5 billion years ago. They contained chlorophyll and used photosynthesis. This is important because during photosynthesis, they produced oxygen, which helped change Earth's atmosphere. Following the appearance of cyanobacteria, oxygen became a major atmospheric gas. Also of importance was that the ozone layer in the atmosphere began to develop, shielding Earth from ultraviolet rays. It is hypothesized that these changes allowed species of single-celled organisms to evolve into more complex organisms.

Reading Check *What atmospheric gas is produced by photosynthesis?*

Animals without backbones, called invertebrates (ihn VUR tuh brayts), appeared toward the end of Precambrian time. Imprints of invertebrates have been found in late Precambrian rocks, but because these early invertebrates were soft bodied, they weren't often preserved as fossils. Because of this, many Precambrian fossils are trace fossils.

Figure 13 Cyanobacteria can produce layered mounds of sediment called stromatolites. The sticky surface of the cyanobacteria colony traps grains of sediment. The surface of the sediment then becomes colonized with cyanobacteria again, and the cycle repeats, producing the layers inside the stromatolite.



Earth's First Air

Cyanobacteria are thought to have been one of the mechanisms by which Earth's early atmosphere became richer in oxygen. Research the composition of Earth's early atmosphere and where these gases probably came from. Record your findings in your Science Journal.



Mini LAB

Dating Rock Layers with Fossils

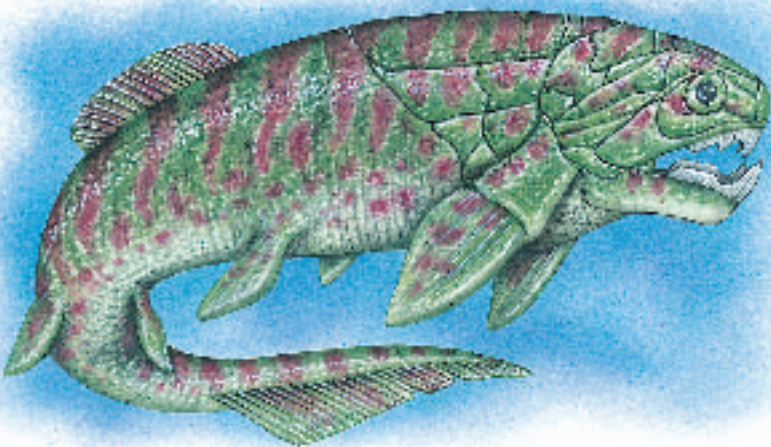
Procedure

1. Draw three rock layers.
2. Number the layers 1 to 3, bottom to top.
3. Layer 1 contains fossil A. Layer 2 contains fossils A and B. Layer 3 contains fossil C.
4. Fossil A lived from the Cambrian through the Ordovician. Fossil B lived from the Ordovician through the Silurian. Fossil C lived in the Silurian and Devonian.

Analysis

1. Which layers were you able to date to a specific period?
2. Why isn't it possible to determine during which specific period the other layers formed?

Figure 14 This giant predatory fish lived in seas that were present in North America during the Devonian Period. It grew to about 6 m in length.



Unusual Life-Forms A group of animals with shapes similar to modern jellyfish, worms, and soft corals was living late in Precambrian time. Fossils of these organisms were first found in the Ediacara Hills in southern Australia. This group of organisms has become known as the Ediacaran (ee dee uh KAR un) fauna. **Figure 15** shows some of these fossils.

Reading Check

What modern organisms do some Ediacaran organisms resemble?

Ediacaran animals were bottom dwellers and might have had tough outer coverings like air mattresses. Trilobites and other invertebrates might have outcompeted the Ediacarans and caused their extinction, but nobody knows for sure why these creatures disappeared.

The Paleozoic Era

As you have learned, fossils are unlikely to form if organisms have only soft parts. An abundance of organisms with hard parts, such as shells, marks the beginning of the Paleozoic (pay lee uh ZOH ihk) Era. The **Paleozoic Era**, or era of ancient life, began about 544 million years ago and ended about 248 million years ago. Traces of life are much easier to find in Paleozoic rocks than in Precambrian rocks.

Paleozoic Life Because warm, shallow seas covered large parts of the continents during much of the Paleozoic Era, many of the life-forms scientists know about were marine, meaning they lived in the ocean. Trilobites were common, especially early in the Paleozoic. Other organisms developed shells that were easily preserved as fossils. Therefore, the fossil record of this era contains abundant shells. However, invertebrates were not the only animals to live in the shallow, Paleozoic seas.

Vertebrates, or animals with backbones, also evolved during this era. The first vertebrates were fishlike creatures without jaws. Armoured fish with jaws such as the one shown in **Figure 14** lived during the Devonian Period. Some of these fish were so huge that they could eat large sharks with their powerful jaws. By the Devonian Period, forests had appeared and vertebrates began to adapt to land environments, as well.

Figure 15

A variety of 600-million-year-old fossils—known as Ediacaran (eed ee uh KAR un) fauna—have been found on every continent except Antarctica. These unusual organisms were originally thought to be descendants of early animals such as jellyfish, worms, and coral. Today, paleontologists debate whether these organisms were part of the animal kingdom or belonged to an entirely new kingdom whose members became extinct about 545 million years ago.



DICKENSONIA (dihk un suh NEE uh) Impressions of *Dickensonia*, a bottom-dwelling wormlike creature, have been discovered. Some are nearly one meter long.



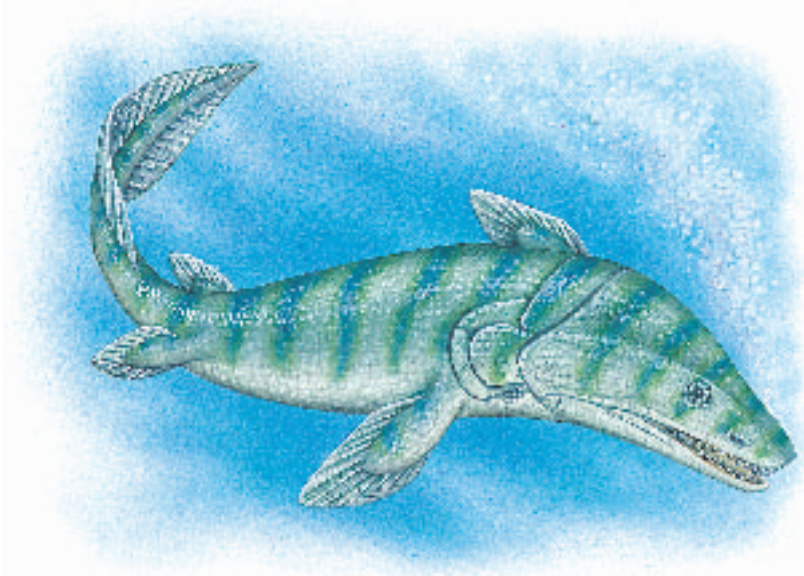
RANGEA (rayn JEE uh) As it lay rooted in sea-bottom sediments, *Rangea* may have snagged tiny bits of food by filtering water through its body.



SPRIGGINA (sprih GIHN uh) Some scientists hypothesize that the four-centimeter-long *Spriggina* was a type of crawling, segmented organism. Others suggest that it sat upright while attached to the seafloor.



CYCLOMEDUSA (si kloh muh DEW suh) Although it looks a lot like a jellyfish, *Cyclomedusa* may have had more in common with modern sea anemones. Some paleontologists, however, hypothesize that it is unrelated to any living organism.



Life on Land Based on their structure, paleontologists know that many ancient fish had lungs as well as gills. Lungs enabled these fish to live in water with low oxygen levels—when needed they could swim to the surface and breathe air. Today’s lungfish also can get oxygen from the water through gills and from the air through lungs.

One kind of ancient fish had lungs and leglike fins, which were used to swim and crawl around on the ocean bottom. Paleontologists hypothesize that amphibians might

Figure 16 Amphibians probably evolved from fish like *Panderichthys* (pan dur IHK thee-z), which had leglike fins and lungs.

have evolved from this kind of fish, shown in **Figure 16**. The characteristics that helped animals survive in oxygen-poor waters also made living on land possible. Today, amphibians live in a variety of habitats in water and on land. They all have at least one thing in common, though. They must lay their eggs in water or moist places.

Reading Check

What are some characteristics of the fish from which amphibians might have evolved?

By the Pennsylvanian Period, some amphibians evolved an egg with a membrane that protected it from drying out. Because of this, these animals, called reptiles, no longer needed to lay eggs in water. Reptiles also have skin with hard scales that prevent loss of body fluids. This adaptation enables them to survive farther from water and in relatively dry climates, as shown in **Figure 17**, where many amphibians cannot live.

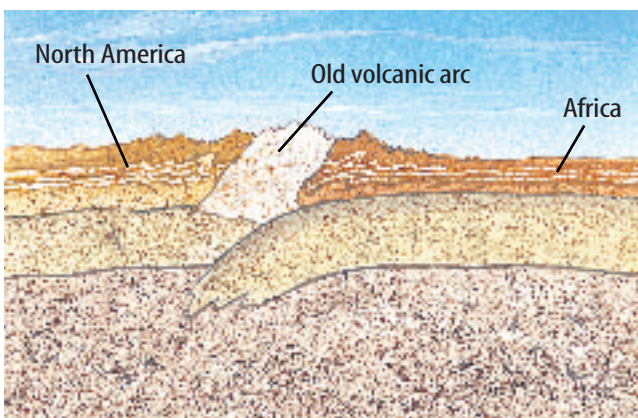
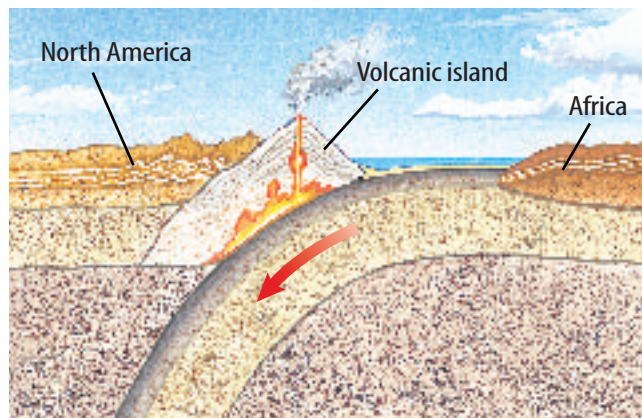
Science online
Topic: Paleozoic Life
 Visit earth.msscience.com for Web links to information about Paleozoic life.
Activity Prepare a presentation on the organisms of one period of the Paleozoic Era. Describe a few animals from different groups, including how and where they lived. Are any of these creatures alive today, and if not, when did they become extinct?

Figure 17 Reptiles have scaly skins that allow them to live in dry places.



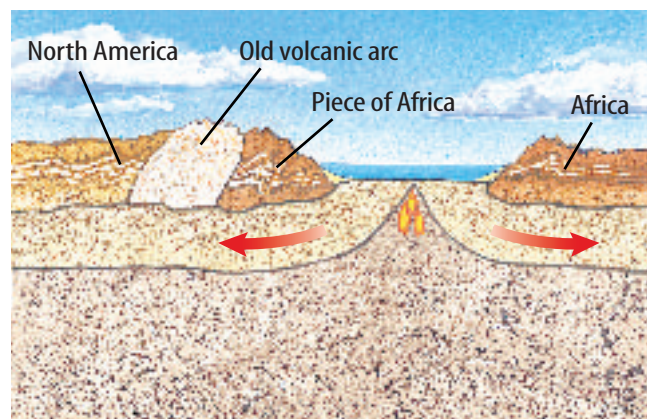


More than 375 million years ago, volcanic island chains formed in the ocean and were pushed against the coast as Africa moved toward North America.



About 375 million years ago, the African plate collided with the North American plate, forming mountains on both continents.

About 200 million years ago, the Atlantic Ocean opened up, separating the two continents.



Mountain Building Several mountain-building episodes occurred during the Paleozoic Era. The Appalachian Mountains, for example, formed during this time. This happened in several stages, as shown in **Figure 18**. The first mountain-building episode occurred as the ocean separating North America from Europe and Africa closed. Several volcanic island chains that had formed in the ocean collided with the North American Plate, as shown in the top picture of **Figure 18**. The collision of the island chains generated high mountains.

The next mountain-building episode was a result of the African Plate colliding with the North American Plate, as shown in the left picture of **Figure 18**. When Africa and North America collided, rock layers were folded and faulted. Some rocks originally deposited near the eastern coast of the North American Plate were pushed along faults as much as 65 km westward by the collision. Sediments were uplifted to form an immense mountain belt, part of which still remains today.

Figure 18 The Appalachian Mountains formed in several stages.

Infer how these movements affected species in the Appalachians.



Figure 19 Hyoliths were organisms that became extinct at the end of the Paleozoic Era.

End of an Era At the end of the Paleozoic Era, more than 90 percent of all marine species and 70 percent of all land species died off. **Figure 19** shows one such animal. The cause of these extinctions might have been changes in climate and a lowering of sea level.

Near the end of the Permian Period, the continental plates came together and formed the supercontinent Pangaea. Glaciers formed over most of its southern part. The slow, gradual collision of continental plates caused mountain building. Mountain-building processes caused seas to close and deserts to spread over North America and Europe. Many species, especially marine organisms, couldn't adapt to these changes, and became extinct.

Other Hypotheses Other explanations also have been proposed for this mass extinction. During the late Paleozoic Era, volcanoes were extremely active. If the volcanic activity was great enough, it could have affected the entire globe. Another recent theory is similar to the one proposed to explain the extinction of dinosaurs. Perhaps a large asteroid or comet collided with Earth some 248 million years ago. This event could have caused widespread extinctions just as many paleontologists suggest happened at the end of the Mesozoic Era, 65 million years ago. Perhaps the extinction at the end of the Paleozoic Era was caused by several or all of these events happening at about the same time.

section 2 review

Summary

Precambrian Time

- Precambrian time covers almost 4 billion years of Earth history, but little is known about the organisms of this time.
- Cyanobacteria were among the earliest life-forms.

The Paleozoic Era

- Invertebrates developed shells and other hard parts, leaving a rich fossil record.
- Vertebrates—animals with backbones—appeared during this era.
- Plants and amphibians first moved to land during the Paleozoic Era.
- Adaptations in reptiles allow them to move away from water for reproduction.
- Geologic events at the end of the Paleozoic Era led to a mass extinction.

Self Check

1. **List** the geologic events that ended the Paleozoic Era.
2. **Infer** how geologic events at the end of the Paleozoic Era might have caused extinctions.
3. **Discuss** the advance that allowed reptiles to reproduce away from water. Why was this an advantage?
4. **Identify** the major change in life-forms that occurred at the end of Precambrian time.
5. **Think Critically** How did cyanobacteria aid the evolution of complex life on land? Do you think cyanobacteria are as significant to this process today as they were during Precambrian time?

Applying Skills

6. **Use a Database** Research trilobites and describe these organisms and their habitats in your Science Journal. Include hand-drawn illustrations and compare them with the illustrations in your references.

Changing Species

In this lab, you will observe how adaptation within a species might cause the evolution of a particular trait, leading to the development of a new species.

Real-World Question

How might adaptation within a species cause the evolution of a particular trait?

Goals

■ **Model** adaptation within a species.

Materials

deck of playing cards

Procedure

- 1. Remove** all of the kings, queens, jacks, and aces from a deck of playing cards.
- Each remaining card represents an individual in a population of animals called “varimals.” The number on each card represents the height of the individual.
- 3. Calculate** the average height of the population of varimals represented by your cards.
- Suppose varimals eat grass, shrubs, and leaves from trees. A drought causes many of these plants to die. All that’s left are a few tall trees. Only varimals at least 6 units tall can reach the leaves on these trees.
- All the varimals under 6 units leave the area or die from starvation. Discard all of the cards with a number less than 6. Calculate the new average height of the varimals.
- Shuffle the deck of remaining cards.
- 7. Draw** two cards at a time. Each pair represents a pair of varimals that will mate.



- The offspring of each pair reaches the average height of its parents. Calculate and record the height of each offspring.
- Discard all parents and offspring under 8 units tall and repeat steps 6–8. Now calculate the new average height of varimals. Include both the parents and offspring in your calculation.

Conclude and Apply

- 1. Describe** how the height of the population changed.
- 2. Explain** If you hadn’t discarded the shortest varimals, would the average height of the population have changed as much?
- Suppose the offspring grew to the height of one of its parents. How would the results change in each of the following scenarios?
 - The height value for the offspring is chosen by coin toss.
 - The height value for the offspring is whichever parent is tallest.
- 4. Explain** If there had been no variation in height before the droughts occurred, would the species have been able to evolve?

Middle and Recent Earth History

as you read

What You'll Learn

- **Compare and contrast** characteristic life-forms in the Mesozoic and Cenozoic Eras.
- **Explain** how changes caused by plate tectonics affected organisms during the Mesozoic Era.
- **Identify** when humans first appeared on Earth.

Why It's Important

Many important groups of animals, like birds and mammals, appeared during the Mesozoic Era.

Review Vocabulary

dinosaur: a reptile from one of two orders that dominated the Mesozoic Era

New Vocabulary

- Mesozoic Era
- Cenozoic Era

The Mesozoic Era

Dinosaurs have captured people's imaginations since their bones first were unearthed more than 150 years ago. Dinosaurs and other interesting animals lived during the Mesozoic Era, which was between 248 and 65 million years ago. The Mesozoic Era also was marked by rapid movement of Earth's plates.

The Breakup of Pangaea The **Mesozoic** (meh zuh ZOH ihk) Era, or era of middle life, was a time of many changes on Earth. At the beginning of the Mesozoic Era, all continents were joined as a single landmass called Pangaea, as shown in **Figure 11**.

Pangaea separated into two large landmasses during the Triassic Period, as shown in **Figure 20**. The northern mass was Laurasia (law RAY zhuh), and Gondwanaland (gahn DWAH nuh land) was the southern landmass. As the Mesozoic Era continued, Laurasia and Gondwanaland broke apart and eventually formed the present-day continents.

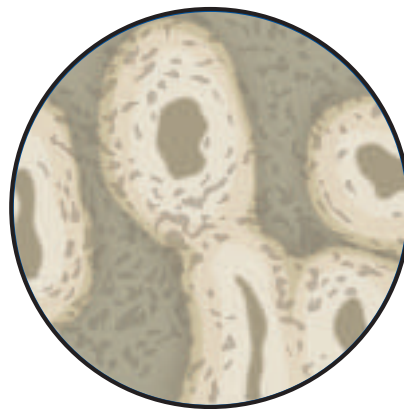
Species that had adapted to the new environments survived the mass extinction at the end of the Paleozoic Era. Recall that a reptile's skin helps it retain bodily fluids. This characteristic, along with their shelled eggs, enabled reptiles to adapt readily to the drier climate of the Mesozoic Era. Reptiles became the most conspicuous animals on land by the Triassic Period.

Figure 20 At the end of the Triassic Period, Pangaea began to break up into the northern supercontinent, Laurasia, and the southern supercontinent, Gondwanaland.

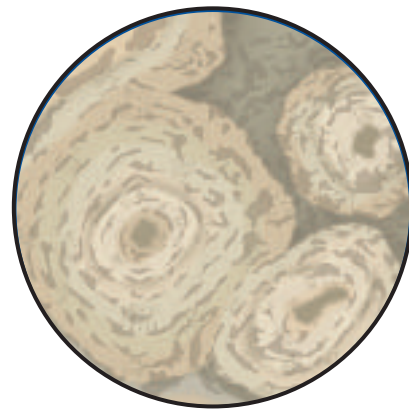




Dinosaurs What were the dinosaurs like? Dinosaurs ranged in height from less than 1 m to enormous creatures like *Apatosaurus* and *Tyrannosaurus*. The first small dinosaurs appeared during the Triassic Period. Larger species appeared during the Jurassic and Cretaceous Periods. Throughout the Mesozoic Era, new species of dinosaurs evolved and other species became extinct.



Dinosaur bone



Mammal bone

Dinosaurs Were Active Studying fossil footprints sometimes allows paleontologists to calculate how fast animals walked or ran. Some dinosaur tracks indicate that these animals were much faster runners than you might think. *Gallimimus* was 4 m long and could reach speeds of 65 km/h—as fast as a modern racehorse.

Some studies also indicate that dinosaurs might have been warm blooded, not cold blooded like present-day reptiles. The evidence that leads to this conclusion has to do with their bone structure. Slices through some cold-blooded animal bones show rings similar to growth rings in trees. The bones of some dinosaurs don't show this ring structure. Instead, they are similar to bones found in modern mammals, as you can see in **Figure 21**.

Reading Check

Why do some paleontologists think that dinosaurs were warm blooded?

These observations indicate that some dinosaurs might have been warm-blooded, fast-moving animals somewhat like present-day mammals and birds. They might have been quite different from present-day reptiles.

Good Mother Dinosaurs The fossil record also indicates that some dinosaurs nurtured their young and traveled in herds in which the adults surrounded their young.

One such dinosaur is *Maiasaura*. This dinosaur built nests in which it laid its eggs and raised its offspring. Nests have been found in relatively close clusters, indicating that more than one family of dinosaurs built in the same area. Some fossils of hatchlings have been found near adult animals, leading paleontologists to think that some dinosaurs nurtured their young. In fact, *Maiasaura* hatchlings might have stayed in the nest while they grew in length from about 35 cm to more than 1 m.

Figure 21 Some dinosaur bones show structural features that are like mammal bones, leading some paleontologists to think that dinosaurs were warm blooded like mammals.



Topic: Warm Versus Cold

Visit earth.msscience.com for Web links to information about dinosaurs.

Activity Work with a partner to research the debate on warm-blooded versus cold-blooded dinosaurs. Present your finding to the class in the form of a debate. Be sure to cover the main points of disagreement between the two sides.



Figure 22 Birds might have evolved from dinosaurs.



A *Bambiraptor feinbergeri*, above, is a 75-million-year-old member of a family of meat-eating dinosaurs thought by some paleontologists to be closely related to birds.



B Considered one of the world's most priceless fossils, *Archaeopteryx*, above, was first found in a limestone quarry in Germany in 1861.

Birds Birds appeared during the Jurassic Period. Some paleontologists think that birds evolved from small, meat-eating dinosaurs much like *Bambiraptor feinbergeri* in **Figure 22A**. The earliest bird, *Archaeopteryx*, shown in **Figure 22B**, had wings and feathers. However, because *Archaeopteryx* had features not shared with modern birds, scientists know it was not a direct ancestor of today's birds.

Mammals Mammals first appeared in the Triassic Period. The earliest mammals were small, mouselike creatures, as shown in **Figure 23**. Mammals are warm-blooded vertebrates that have hair covering their bodies. The females produce milk to feed their young. These two characteristics have enabled mammals to survive in many changing environments.

Gymnosperms During most of the Mesozoic Era, gymnosperms (JIHM nuh spurmz), which first appeared in the Paleozoic Era, dominated the land. Gymnosperms are plants that produce seeds but not flowers. Many gymnosperms are still around today. These include pines and ginkgo trees.

Figure 23 The earliest mammals were small creatures that resembled today's mice and shrews.



Angiosperms Angiosperms (AN jee uh spurmz), or flowering plants, first evolved during the Cretaceous Period. Angiosperms produce seeds with hard outer coverings.

Because their seeds are enclosed and protected, angiosperms can live in many environments. Angiosperms are the most diverse and abundant land plants today. Present-day angiosperms that evolved during the Mesozoic Era include magnolia and oak trees.



End of an Era The Mesozoic Era ended about 65 million years ago with a major extinction of land and marine species. Many groups of animals, including the dinosaurs, disappeared suddenly at this time. Many paleontologists hypothesize that a comet or asteroid collided with Earth, causing a huge cloud of dust and smoke to rise into the atmosphere, blocking out the Sun. Without sunlight the plants died, and all the animals that depended on these plants also died. Not everything died, however. All the organisms that you see around you today are descendants of the survivors of the great extinction at the end of the Mesozoic Era.

Applying Math Calculate Percentages

CALCULATING EXTINCTION BY USING PERCENTAGES At the end of the Cretaceous Period, large numbers of plants and animals became extinct. Scientists still are trying to understand why some types of plants and animals survived while others died out. Looking at data about amphibians, reptiles, and mammals that lived during the Cretaceous Period, can you determine what percentage of amphibians survived this mass extinction?

Solution

1 This is what you know:

Animal Extinctions		
Animal Type	Groups Living Before Extinction Event (n)	Groups Left After Extinction Event (t)
Amphibians	12	4
Reptiles	63	30
Mammals	24	8

2 This is what you need to find out:

p = the percentage of amphibian groups that survived the Cretaceous extinction

3 This is the equation you need to use:

- $p = t / n \times 100$
- Both t and n are shown on the above chart.

4 Substitute the known values:

$$p = 4 / 12 \times 100 = 33.3\%$$

Practice Problems

- Using the same equation as demonstrated above, calculate the percentage of reptiles and then the percentage of mammals that survived. Which type of animal was least affected by the extinction?
- What percentage of all groups survived?



For more practice, visit
[earth.msscience.com/
math_practice](http://earth.msscience.com/math_practice)



Mini LAB

Calculating the Age of the Atlantic Ocean

Procedure

1. On a **world map** or **globe**, measure the distance in kilometers between a point on the east coast of South America and a point on the west coast of Africa.
2. Measure in SI several times and take the average of your results.
3. Assuming that Africa has been moving away from South America at a rate of 3.5 cm per year, calculate how many years it took to create the Atlantic Ocean.

Analysis

1. Did the values used to obtain your average value vary much?
2. How close did your age come to the accepted estimate for the beginning of the breakup of Pangaea in the Triassic Period?



The Cenozoic Era

The **Cenozoic** (se nuh ZOH ihk) **Era**, or era of recent life, began about 65 million years ago and continues today. Many mountain ranges in North and South America and Europe began to form in the Cenozoic Era. In the late Cenozoic, the climate became much cooler and ice ages occurred. The Cenozoic Era is subdivided into two periods. The first of these is the Tertiary Period. The present-day period is the Quaternary Period. It began about 1.8 million years ago.



Reading Check

What happened to the climate during the late Cenozoic Era?

Times of Mountain Building Many mountain ranges formed during the Cenozoic Era. These include the Alps in Europe and the Andes in South America. The Himalaya, shown in **Figure 24**, formed as India moved northward and collided with Asia. The collision crumpled and thickened Earth's crust, raising the highest mountains presently on Earth. Many people think the growth of these mountains has helped create cooler climates worldwide.



Figure 24 The Himalaya extend along the India-Tibet border and contain some of the world's tallest mountains. India drifted north and finally collided with Asia, forming the Himalaya.



Further Evolution of Mammals

Throughout much of the Cenozoic Era, expanding grasslands favored grazing plant eaters like horses, camels, deer, and some elephants. Many kinds of mammals became larger. Horses evolved from small, multi-toed animals into the large, hooved animals of today. However, not all mammals remained on land. Ancestors of the present-day whales and dolphins evolved to live in the sea.

As Australia and South America separated from Antarctica during the continuing breakup of the continents, many species became isolated. They evolved separately from life-forms in other parts of the world. Evidence of this can be seen today in Australia's marsupials. Marsupials are mammals such as kangaroos, koalas, and wombats (shown in **Figure 25**) that carry their young in a pouch.

Your species, *Homo sapiens*, probably appeared about 140,000 years ago. Some people suggest that the appearance of humans could have led to the extinction of many other mammals. As their numbers grew, humans competed for food that other animals relied upon. Also, fossil bones and other evidence indicate that early humans were hunters.



Figure 25 The wombat is one of many Australian marsupials. As a result of human activities, the number and range of wombats have diminished.

section 3 review

Summary

The Mesozoic Era

- During the Triassic Period, Pangaea split into two continents.
- Dinosaurs were the dominant land animals of the Mesozoic Era.
- Birds, mammals, and flowering plants all appeared during this era.
- The Mesozoic Era ended 65 million years ago with a mass extinction.

The Cenozoic Era

- The Cenozoic Era has been a mountain-building period with cooler climates.
- Mammals became dominant with many new life-forms appearing after the dinosaurs disappeared.
- Humans also appeared in the Cenozoic Era, probably about 140,000 years ago.

Self Check

1. **List** the era, period, and epoch in which *Homo sapiens* first appeared.
2. **Discuss** whether mammals became more or less abundant after the extinction of the dinosaurs, and explain why.
3. **Infer** how seeds with a hard outer covering enabled angiosperms to survive in a wide variety of climates.
4. **Explain** why some paleontologists hypothesize that dinosaurs were warm-blooded animals.
5. **Think Critically** How could two species that evolved on separate continents have many similarities?

Applying Math

6. **Convert Units** A fossil mosasaur, a giant marine reptile, measured 9 m in length and had a skull that measured 45 cm in length. What fraction of the mosasaur's total length did the skull account for? Compare your length with the mosasaur's length.

Discovering the Past

Goals

- **Gather** information about fossils found in your area.
- **Communicate** details about fossils found in your area.
- **Synthesize** information from sources about the fossil record and the changes in your area over time.

Data Source



Visit earth.msscience.com/internet_lab for more information about fossils and changes over geologic time and for data collected by other students.

Real-World Question

Imagine what your state was like millions of years ago. What animals might have been roaming around the spot where you now sit? Can you picture a *Tyrannosaurus rex* roaming the area that is now your school? The animals and plants that once inhabited your region might have left some clues to their identity—fossils. Scientists use fossils to piece together what Earth looked like in the geologic past. Fossils can help determine whether an area used to be dry land or underwater. Fossils can help uncover clues about how plants and animals have evolved over the course of time. Using the resources of the Internet and by sharing data with your peers, you can start to discover how North America has changed through time. How has your area changed over geologic time? How might the area where you are now living have looked thousands or millions of years ago? Do you think that the types of animals and plants have changed much over time? Form a hypothesis concerning the change in organisms and geography from long ago to the present day in your area.



Fossils in Your Area					
Fossil Name	Plant or Animal Fossil	Age of Fossils	Details About Plant or Animal Fossil	Location of Fossil	Additional Information

Do not write in this book.

▶ **Make a Plan**

1. **Determine** the age of the rocks that make up your area. Were they formed during Precambrian time, the Paleozoic Era, the Mesozoic Era, or the Cenozoic Era?
2. Gather information about the plants and animals found in your area during one of the above geologic time intervals. Find specific information on when, where, and how the fossil organisms lived. If no fossils are known from your area, find out information about the fossils found nearest your area.

▶ **Follow Your Plan**

1. Make sure your teacher approves your plan before you start.
2. Go to earth.msscience.com/internet_lab to post your data in the table. Add any additional information you think is important to understanding the fossils found in your area.

▶ **Analyze Your Data**

1. What present-day relatives of prehistoric animals or plants exist in your area?
2. How have the organisms in your area changed over time? Is your hypothesis supported? Why or why not?
3. What other information did you discover about your area's climate or environment from the geologic time period you investigated?

▶ **Conclude and Apply**

1. **Describe** the plant and animal fossils that have been discovered in your area. What clues did you discover about the environment in which these organisms lived? How do these compare to the environment of your area today?
2. **Infer** from the fossil organisms found in your area what the geography and climate were like during the geologic time period you chose.

Communicating **Your Data**

Find this lab using the link below.


earth.msscience.com/internet_lab



Extinct!

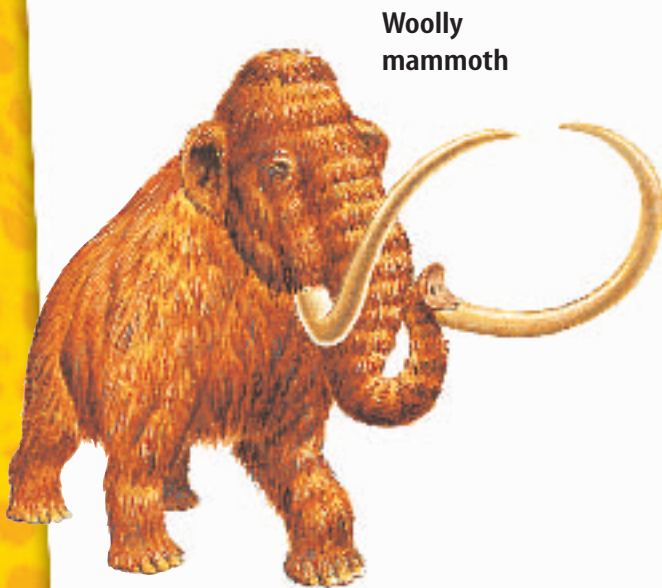
Did you know...

...**The saber-toothed cat** lived in the Americas from about 1.6 million to 8,000 years ago. *Smilodon*, the best-known saber-toothed cat, was among the most ferocious carnivores. It had large canine teeth, about 15 cm long, which it used to pierce the flesh of its prey.

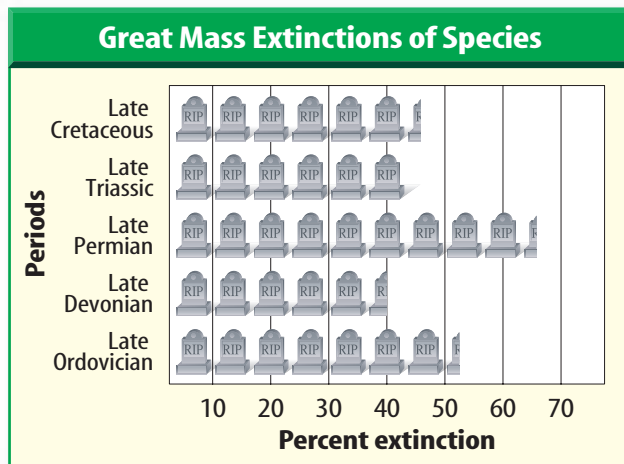


Saber-toothed cat

Applying Math How many years did *Smilodon* live in the Americas before it became extinct?



Woolly mammoth



...**The woolly mammoth** lived in the cold tundra regions during the Ice Age. It looked rather like an elephant with long hair, had a mass between 5,300 kg and 7,300 kg, and was between 3 m and 4 m tall.

Write About It

Visit earth.msscience.com/science_stats to research extinct animals. Trace the origins of each of the species and learn how long its kind existed on Earth.

Reviewing Main Ideas

Section 1 Life and Geologic Time

1. Geologic time is divided into eons, eras, periods, and epochs.
2. Divisions within the geologic time scale are based largely on major evolutionary changes in organisms.
3. Plate movements affect organic evolution.

Section 2 Early Earth History

1. Cyanobacteria evolved during Precambrian time. Trilobites, fish, and corals were abundant during the Paleozoic Era.
2. Plants and animals began to move onto land during the middle of the Paleozoic Era.

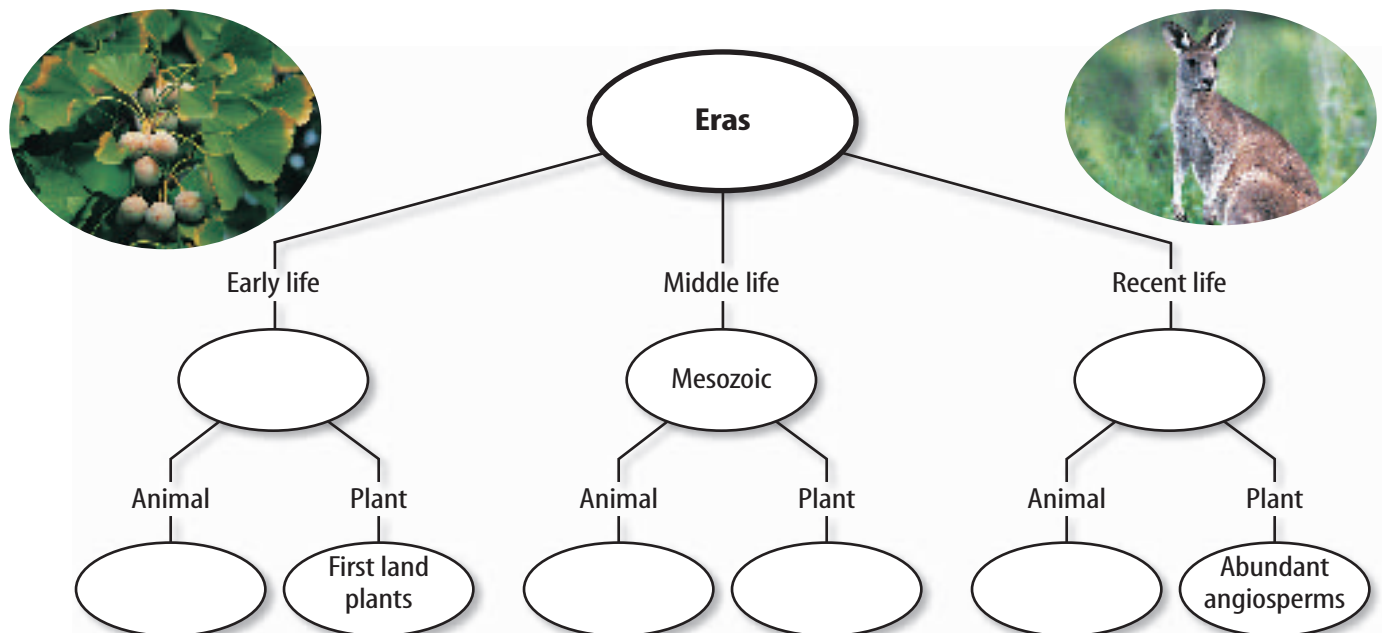
3. The Paleozoic Era was a time of mountain building. The Appalachian Mountains formed when several islands and finally Africa collided with North America.
4. At the end of the Paleozoic Era, many marine invertebrates became extinct.

Section 3 Middle and Recent Earth History

1. Reptiles and gymnosperms were dominant land life-forms in the Mesozoic Era. Mammals and angiosperms began to dominate the land in the Cenozoic Era.
2. Pangaea broke apart during the Mesozoic Era. Many mountain ranges formed during the Cenozoic Era.

Visualizing Main Ideas

Copy and complete the concept map on geologic time using the following choices: Cenozoic, Trilobites in oceans, Mammals common, Paleozoic, Dinosaurs roam Earth, and Abundant gymnosperms.



Using Vocabulary

Cenozoic Era p.412	organic evolution p.394
cyanobacteria p.401	Paleozoic Era p.402
eon p.393	Pangaea p.399
epoch p.393	period p.393
era p.393	Precambrian time p.400
geologic time scale p.392	species p.394
Mesozoic Era p.408	trilobite p.397
natural selection p.395	

Fill in the blank with the correct word or words.

1. A change in the hereditary features of a species over a long period is _____.
2. A record of events in Earth history is the _____.
3. The largest subdivision of geologic time is the _____.
4. The process by which the best-suited individuals survive in their environment is _____.
5. A group of individuals that normally breed only among themselves is a(n) _____.

Checking Concepts

Choose the word or phrase that best completes the sentence.

6. How many millions of years ago did the era in which you live begin?

A) 650	C) 1.6
B) 245	D) 65
7. What is the process by which better-suited organisms survive and reproduce?

A) endangerment	C) gymnosperm
B) extinction	D) natural selection
8. During what period did the most recent ice age occur?

A) Pennsylvanian	C) Tertiary
B) Triassic	D) Quaternary

9. What is the next smaller division of geologic time after the era?

A) period	C) epoch
B) stage	D) eon
10. What was one of the earliest forms of life?

A) gymnosperm	C) angiosperm
B) cyanobacterium	D) dinosaur

Use the illustration below to answer question 11.



11. Consider the undisturbed rock layers in the figure above. If fossil X were a *Tyrannosaurus rex* bone, and fossil Y were a trilobite; then fossil Z could be which of the following?

A) stromatolite	C) angiosperm
B) sabre-tooth cat	D) <i>Homo sapiens</i>
12. During which era did the dinosaurs live?

A) Mesozoic	C) Miocene
B) Paleozoic	D) Cenozoic
13. Which type of plant has seeds without protective coverings?

A) angiosperms	C) gymnosperms
B) apples	D) magnolias
14. Which group of plants evolved during the Mesozoic Era and is dominant today?

A) gymnosperms	C) ginkgoes
B) angiosperms	D) algae
15. In which era did the Ediacaran fauna live?

A) Precambrian	C) Mesozoic
B) Paleozoic	D) Cenozoic

Thinking Critically

- 16. **Infer** why plants couldn't move onto land until an ozone layer formed.
- 17. **Discuss** why trilobites are classified as index fossils.
- 18. **Compare and contrast** the most significant difference between Precambrian life-forms and Paleozoic life-forms.
- 19. **Describe** how natural selection is related to organic evolution.
- 20. **Explain** In the early 1800s, a naturalist proposed that the giraffe species has a long neck as a result of years of stretching their necks to reach leaves in tall trees. Why isn't this true?
- 21. **Infer** Use the outlines of the present-day continents to make a sketch of Pangaea.
- 22. **Form Hypotheses** Suggest some reasons why trilobites might have become extinct at the end of the Paleozoic Era.



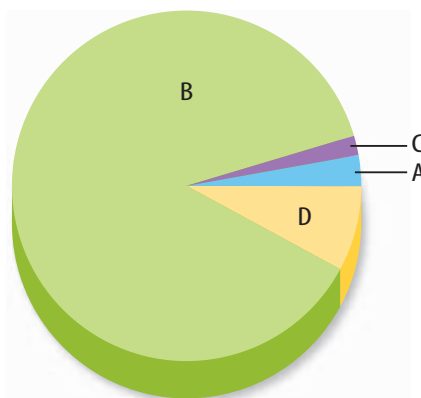
- 23. **Interpret Data** A student found what she thought was a piece of dinosaur bone in Pleistocene sediment. How likely is it that she is right? Explain.
- 24. **Infer** why mammals didn't become dominant until after the dinosaurs disappeared.

Performance Activities

- 25. **Make a Model** In the Section 2 Lab, you learned how a particular characteristic might evolve within a species. Modify the experimental model by using color instead of height as a characteristic. Design your activity with the understanding that varimals live in a dark-colored forest environment.
- 26. **Make a Display** Certain groups of animals have dominated the land throughout geologic time. Use your textbook and other references to discover some of the dominant species of each era. Make a display that illustrates some animals from each era. Be sure to include appropriate habitats.

Applying Math

Use the graph below to answer questions 27 and 28.

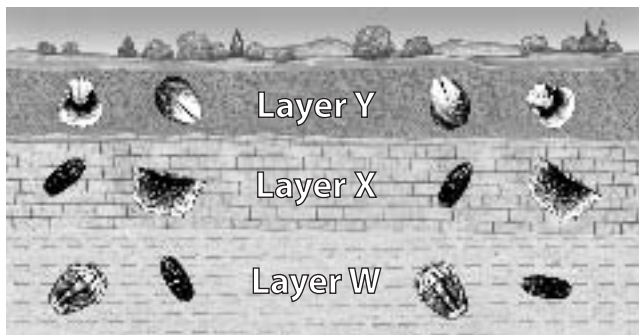


- 27. **Modeling Geologic Time** The circle graph above represents geologic time. Determine which interval of geologic time is represented by each portion of the graph. Which interval was longest? Which do we know the least about? Which of these intervals is getting larger?
- 28. **Interpret Data** The Cenozoic Era has lasted 65 million years. What percentage of Earth's 4.5-billion-year history is that?

Part 1 Multiple Choice

Record your answers on the answer sheet provided by your teacher or on a sheet of paper.

Examine the diagram below. Then answer questions 1–3.



- During which geologic time period did layer W form?
 - A. Cambrian
 - B. Ordovician
 - C. Devonian
 - D. Silurian
- During which geologic time period did layer X form?
 - A. Devonian
 - B. Silurian
 - C. Ordovician
 - D. Cambrian
- During which geologic time period did layer Y form?
 - A. Cambrian
 - B. Silurian
 - C. Mississippian
 - D. Ordovician
- When did dinosaurs roam Earth?
 - A. Precambrian time
 - B. Paleozoic Era
 - C. Mesozoic Era
 - D. Cenozoic Era
- What is the name of the supercontinent that formed at the end of the Paleozoic Era?
 - A. Gondwanaland
 - B. Eurasia
 - C. Laurasia
 - D. Pangaea

- During which geologic period did modern humans evolve?
 - A. Quaternary
 - B. Triassic
 - C. Ordovician
 - D. Tertiary
- How many body lobes did trilobites have?
 - A. one
 - B. two
 - C. three
 - D. four
- Which mountain range formed because India collided with Asia?
 - A. Alps
 - B. Andes
 - C. Ural
 - D. Himalaya

Use the diagram below to answer questions 9–11.

Cenozoic Era	Quaternary Period	Holocene Epoch
		Pleistocene Epoch
	Tertiary Period	Pliocene Epoch
		Miocene Epoch
		Oligocene Epoch
		Eocene Epoch
		Paleocene Epoch

- What is the oldest epoch in the Cenozoic Era?
 - A. Pleistocene
 - B. Paleocene
 - C. Miocene
 - D. Holocene
- What is the youngest epoch in the Cenozoic Era?
 - A. Miocene
 - B. Holocene
 - C. Paleocene
 - D. Eocene
- Which epoch is part of the Quaternary Period?
 - A. Oligocene
 - B. Eocene
 - C. Pleistocene
 - D. Pliocene

Part 2 Short Response/Grid In

Record your answers on the answer sheet provided by your teacher or on a sheet of paper.

12. Who was Charles Darwin? How did he contribute to science?
13. Explain one hypothesis about why dinosaurs might have become extinct.
14. Describe *Archaeopteryx*. Why is this an important fossil?
15. Why do many scientists think that dinosaurs were warm-blooded?
16. What are stromatolites? How do they form?
17. Define the term *species*.

Select one of the equations below to help you answer questions 18–20.

$$\text{time} = \text{distance} \div \text{speed}$$

or

$$\text{speed} = \text{distance} \div \text{time}$$

18. It recently was estimated that *T. rex* could run no faster than about 11 m/s. At this speed, how long would it take *T. rex* to run 200 m?
19. A typical ornithomimid (plant-eating dinosaur that walked on two legs) probably moved at a speed of about 2 m/s. How long would it take this dinosaur to run 200 m?
20. In 1996, Michael Johnson ran 200 m in 19.32 s. What was his average speed? How does this compare with *T. rex*?

Test-Taking Tip

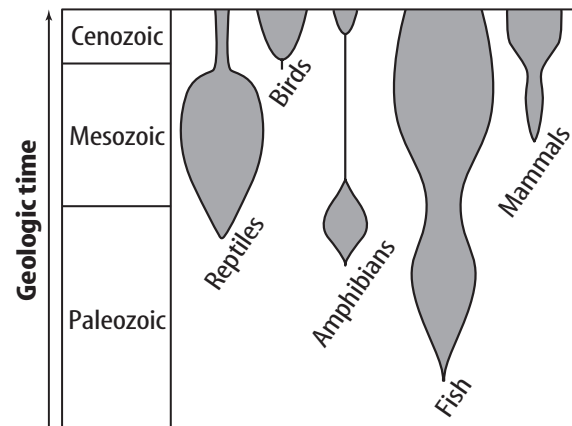
Show Your Work For constructed response questions, show all of your work and any calculations on your answer sheet.

Part 3 Open Ended

Record your answers on a sheet of paper.

Use the diagram below to answer questions 21 and 22. It shows the time ranges of various types of organisms on Earth. When a bar is wider, there were more species of that type of organism (higher diversity).

Present time



21. Describe how the diversity of reptiles changed through time.
22. How has the diversity of mammals changed through time? Do you see any relationship with how reptile diversity has changed?
23. Why might mammals in Australia be so much different than mammals on other continents?
24. Describe how natural selection might cause a species to change through time.
25. How did early photosynthetic organisms change the conditions on Earth to allow more advanced organisms to flourish?
26. What are mass extinctions? How have they affected life on Earth?
27. Write a description of what Earth was like during Precambrian time. Summarize how Earth was different than it is now.