

# Biological Classification

## Introduction

- Aristotle was the earliest to attempt a more scientific basis for classification.
- He used simple morphological characters to classify plants into trees, shrubs and herbs.
- He divided animals into two groups, those which had red blood and those that did not.

## Earlier Classification Systems

- It included bacteria, blue green algae, fungi, mosses, ferns, gymnosperms and the angiosperms under 'Plants' (all having cell wall).
- It brought together the prokaryotic bacteria and the blue green algae with other groups which were eukaryotic.
- It also grouped together the unicellular organisms and the multicellular ones, say, for example, *Chlamydomonas* and *Spirogyra* were placed together under algae.
- The classification did not differentiate between the heterotrophic group – fungi and the autotrophic green plants

## In Five Kingdom Classification:

- R.H. Whittaker (1969) proposed a Five Kingdom Classification.
- The main criteria for classification used by him include Cell structure, Thallus organization, Mode of nutrition, Reproduction and Phylogenetic relationships.
- Kingdom Protista has brought together *Chlamydomonas*, *Chlorella* (earlier placed in Algae within plants and both having cell walls) with *Paramecium* and *Amoeba* (which were earlier placed in the animal kingdom which lack cell wall).

## Kingdom Monera

- Bacteria are the sole members of the Kingdom Monera.
- They are the most abundant micro-organisms.
- Rigid cell wall of Murein or Peptidoglycan.
- Histones are absent. Ribosomes are of 70S type.
- They also live in extreme habitats such as hot springs, deserts, snow and deep oceans where very few other life forms can survive.
- Many of them live in or on other organisms as parasites.

Bacteria are grouped under four categories based on their shape: the spherical *Coccus* (pl.: cocci), the rod-shaped *Bacillus* (pl.: bacilli), the comma-shaped *Vibrium* (pl.: vibrio) and the spiral *Spirillum* (pl.: spirilla) (wherever is U it means Singular).

- They are very complex in behavior. Show the most extensive metabolic diversity.
- Some bacteria synthesize their own food from inorganic substrates.

## Archaeobacteria

- They live in some of the most harsh habitats.
  - ◊ Halophiles strictly : Anaerobes
  - ◊ Hot springs (Thermosacidophiles): Aerobic in nature
  - ◊ Marshy areas (Methanogens) : Anaerobic in nature
- Archaeobacteria differ from other bacteria in having a different cell wall structure (Branched chain lipids) and this feature is responsible for their survival in extreme conditions.
- Methanogens are present in the gut of several ruminant animals such as cows and buffaloes and they are responsible for the production of methane (biogas) from the dung of these animals.

## Eubacteria

- They are characterized by the presence of a rigid cell wall (polysaccharide and amino acids), and if motile, a flagellum.
- Cyanobacteria (also referred to as blue-green algae Myxobacteria) have chlorophyll 'a' similar to green plants and are photosynthetic autotrophs.
- The colonies are generally surrounded by gelatinous sheath.
- They often form algal blooms in polluted water bodies.
- Some of these organisms can fix atmospheric nitrogen in specialised cells called heterocyst, e.g., *Nostoc* and *Anabaena*.

## Chemosynthetic autotrophic

- Obtained food by oxidation.
- They play a great role in recycling nutrients like nitrogen, phosphorous, iron and sulphur.

## Heterotrophic bacteria

- They are the most abundant in nature. The majority are important decomposers.

# Chapter 3 Biological Evolution Classification Answers

**Biological Sciences Curriculum Study**



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**CliffsNotes STAAR EOC Biology Quick Review** Courtney Mayer, 2015-09-22 A helpful review guide for the 300 000 Texas high school freshmen who annually need to pass the exam in order to graduate Relevant to all Texas high school students needing to take the Biology end of course exam this Quick Review includes practice problems and chapter level reviews of topics comprising the State of Texas Assessments of Academic Readiness STAAR End of Course Biology exam Applying the proven Quick Review methodology to the STAAR EOC Biology each chapter targets one of the five Reporting Categories that comprise the exam Cell Structure and Function Mechanisms of Genetics Biological Evolution and Classification Biological Processes and Structures Interdependence within Environmental Systems Two practice tests with answers and explanations to every test question round out this book *CliffsNotes STAAR EOC Algebra I Quick Review* Jorge A. Jacquez, 2015-10-27 This book reviews all five areas covered on Texas STAAR End of Course EOC Algebra I exam number and algebraic methods describing and graphing linear functions equations and inequalities writing and solving linear functions equations and inequalities quadratic functions and equations and exponential functions and equations **Chapter Resource 14 Class of Organisms Biology** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 *Holt Biology* Rob DeSalle, Holt Rinehart and Winston, 2008 Holt Biology Student Edition 2008 Visualizing Human Biology Kathleen A. Ireland, 2018-01-15 Visualizing Human Biology is a visual exploration of the major concepts of biology using the human body as the context Students are engaged in scientific exploration and critical thinking in this product specially designed for non science majors Topics covered include an overview of human anatomy and physiology nutrition immunity and disease cancer biology and genetics The aim of Visualizing Human Biology is a greater understanding appreciation and working knowledge of biology as well as an enhanced ability to make healthy choices and informed healthcare decisions **Biology-- a Human Approach** Biological Sciences Curriculum Study, 1997 *GED Test Prep Biology Review--Exambusters Flash Cards--Workbook 2 of 13* GED Exambusters, 2016-06-01 GED Prep Flashcard Workbook 2 BIOLOGY 450 questions ILLUSTRATED Topics Cells Biochemistry and Energy Evolution Kingdoms Monera Fungi Protista Plants Animals Human Locomotion Circulation Immunology Respiration Excretion Digestion Nervous System ADDITIONAL WORKBOOKS GED Prep Flashcard Workbook 11 WORDS COMMONLY CONFUSED Do you know the difference between fewer and less when to use it s or its or how to distinguish between historical and historic or tortuous and torturous 500 pairs of commonly confused words some so frequently misused that their wrong application has become acceptable to many ears Includes part of speech pronunciation simple definition and usage example \_\_\_\_\_ GED Prep Flashcard Workbook 12 UNITED STATES HISTORY 600 questions Topics Colonial Era Revolutionary Era Age of Expansion Civil War Reconstruction The 1920s The Depression and more EXAMBUSTERS GED Prep Workbooks provide comprehensive fundamental GED review one fact at a time to prepare students to take practice GED tests Each GED study guide focuses on one specific subject area covered on

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Donald W. Linzey,2001 This text offers a balanced approach covering the whole field of vertebrate biology It contains many  
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pedagogy includes a list of supplemental readings a listing of related Internet sites and chapter review questions It has a well organized comprehensive introduction to classification and nomenclature as well as an extensive illustration programme containing more than 650 photos and diagrams      **The Comparative Method in Evolutionary Biology** Paul H. Harvey, Mark D. Pagel, 1991 From Darwin onward it has been second nature for evolutionary biologists to think comparatively because comparisons establish the generality of evolutionary phenomena Do large genomes slow down development What lifestyles select for large brains Are extinction rates related to body size These are all questions for the comparative method and this book is about how such questions can be answered The first chapter elaborates on suitable questions for the comparative approach and shows how it complements other approaches to problem solving in evolution The second chapter identifies the biological causes of similarity among closely related species for almost any observed character The third chapter discusses methods for reconstructing phylogenetic trees and ancestral character states The fourth chapter sets out to develop statistical tests that will determine whether different characters that exist in discrete states show evidence for correlated evolution Chapter 5 turns to comparative analyses of continuously varying characters Chapter 6 looks at allometry to exemplify the themes and methods discussed earlier while the last chapter looks to future development of the comparative approach in both molecular and organismic biology      *American Journal of Philology* Basil Lanneau Gildersleeve, Charles William Emil Miller, Benjamin Dean Meritt, Tenney Frank, Harold Fredrik Cherniss, Henry Thompson Rowell, 1946 Each number includes Reviews and book notices      General Science Quarterly ,1926      **Life** William Samson Beck, Karel F. Liem, George Gaylord Simpson, 1991 Explains biology in detail from atoms to human populations in an easy to read format Also develops historical backgrounds of concepts and contains end of chapter summaries

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