



# **Monkey Love Experiments**

**National 4 Literacy  
and English Unit**



# Outcome 1: Reading

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**Read the passage carefully as many times as you like.**

**Answer the questions in as much detail as possible.**



**SCREEN SCOTLAND**  
**SGRÌN ALBA**

# Article: 'Harry Harlow and the Nature of Affection'

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.



1

During the first half of the 20th century, many psychologists believed that showing affection towards children was merely a sentimental gesture that served no real purpose. According to many thinkers of the day, affection would only spread diseases and lead to adult psychological problems.

2

"When you are tempted to pet your child, remember that mother love is a dangerous instrument," the behaviourist John B. Watson once warned parents.

3

An American psychologist named Harry Harlow became interested in studying love. In a series of controversial experiments conducted during the 1960s, Harlow demonstrated the powerful effects of love and, in particular, the absence of love. His work demonstrated the devastating effects of deprivation on young rhesus monkeys. Harlow's experiments were often unethical and shockingly cruel, yet they uncovered truths that have influenced our understanding of child development.

4

Many of the existing theories of love centred on the idea that the earliest attachment between a mother and child was merely a means for the child to get food, relieve thirst and avoid pain. Harlow, however, believed that this view of mother-child attachments was an inadequate explanation.

# Article: 'Harry Harlow and the Nature of Affection'

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.



5

His most famous experiment involved giving young rhesus monkeys a choice between two different "mothers." One was made of soft terrycloth but provided no food. The other was made of wire but provided nourishment from an attached baby bottle. Harlow removed young monkeys from their natural mothers a few hours after birth and left them to be "raised" by these mother surrogates. The experiment demonstrated that the baby monkeys spent significantly more time with their cloth mother than with their wire mother.

6

In other words, the infant monkeys went to the wire mother only for food but preferred to spend their time with the soft, comforting cloth mother when they were not eating. Harlow concluded that affection was the main force behind the need for closeness.

7

Later research demonstrated that young monkeys would also turn to their cloth surrogate mother for comfort and security. Harlow used a "strange situation" technique. Young monkeys were allowed to explore a room either in the presence of their surrogate mother or in her absence. Monkeys who were with their cloth mother would use her as a secure base to explore the room. When the surrogate mothers were removed from the room, the effects were dramatic. The young monkeys no longer had their secure base and would often freeze up, crouch, rock, scream and cry.

# Article: 'Harry Harlow and the Nature of Affection'

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.



8

Harlow's experiments offered proof that love is vital for normal childhood development. Additional experiments by Harlow revealed the long-term devastation caused by deprivation, leading to deep psychological and emotional distress - and even death.

9

Harlow's work led to acclaim and a wealth of research on love, affection and interpersonal relationships. However, his own personal life was marked by conflict. After the terminal illness of his wife, he was overcome by alcoholism and depression. Colleagues described him as sarcastic, mean-spirited and cruel. Despite this, Harlow's work reinforced the importance of emotional support, affection and love in the development of children.

10

Harlow's work was controversial in his own time and is still criticised today. While such experiments present major ethical dilemmas, his work helped to change the way that we think about children and development and helped researchers better understand both the nature and importance of love.

# Reading Questions

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.

No.	Question	Marks
1	Look at paragraph 1. In your own words, explain what “many thinkers” thought affection would lead to.	2
2	Look at paragraph 3. a) Choose one word or phrase that is dramatic; b) Explain how the word or phrase makes the paragraph dramatic.	2
3	Look at paragraph 4. Using your own words, give three examples of what a child might want from a mother.	3
4	Look at paragraph 5. Why is the word “raised” in inverted commas?	1
5	Look at paragraph 6. In your own words, explain the differences between the two “mothers”.	4
6	Look at the end of paragraph 7. a) Identify a sentence structure technique; b) Explain the effect this creates about what happened to the monkeys.	2
7	Look at paragraph 8. Explain how a language technique (word choice, sentence structure...) underlines the terrible effects of Harlow’s experiments.	2
8	Look at paragraph 9. Why do you think the writer tells us about Harlow’s personal life?	2
9	Look at paragraph 10. Choose an example from the article and explain how it shows Harlow’s experiments presented “major ethical dilemmas”.	2
		<b>TOTAL MARKS: 20</b>

# Outcomes and Assessment Standards N4 Literacy: Reading

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.



The learner will:

1. Read and understand straightforward word-based texts by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Explaining a range of aspects of language	PASS?	COMMENT
1.3 Commenting on effectiveness	PASS?	COMMENT

# Outcomes and Assessment Standards N4 English: Reading

## Outcome 1: Reading

Read the passage carefully as many times as you like.  
Answer the questions in as much detail as possible.



The learner will:

1. Understand, analyse and evaluate straightforward written texts by:

1.1 Identifying the main idea and supporting details	PASS?	COMMENT
1.2 Applying knowledge of language to explain meaning and effect	PASS?	COMMENT



# **Outcome 2: Listening**

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**Watch the film carefully as many times as you like.  
Answer the questions in as much detail as possible.**



# 'Monkey Love Experiments'

(Ainslie Henderson and Will Anderson, 2015)

## Outcome 2: Listening

Watch the film carefully as many times as you like.  
Answer the questions in as much detail as possible.



A little monkey named Gandhi lives in a lab with his "mother", the subject of a series of "Monkey Love Experiments". Based at the time of the moon landing, he watches this new space adventure unfold on the television, dreaming of a journey into space where he can escape the confines of his tiny cell.

The gorgeous stop-motion was inspired by the true-life experiments on rhesus monkeys in the 1960s.



[Monkey Love Experiments | Screening  
Shorts](#)

# Listening Questions

## Outcome 2: Listening

Watch the film carefully as many times as you like.  
Answer the questions in as much detail as possible.



No.	Question	Marks
1	Watch the film to 01:42. Describe two ways the filmmakers create mystery about the situation.	2
2	Watch the film from 01:42 – 02:23. What camera shot is several times in this section used to show Gandhi's relationship with his "mother"? What does it reveal about their relationship?	2
3	Watch the film from 02:37 – 02:55. The filmmakers use a particular camera movement here. Describe or name it, and explain what it reveals about how Gandhi feels here.	2
4	Watch the film from 03:28 – 03:38. Describe two techniques (camerawork, editing, sound...) the filmmakers use to show us how distressed Gandhi is.	2
5	Watch the film from 03:57 – 05:34. Explain what we learn from this sequence through: a) the moon; b) the shots of the space mission; c) Gandhi's training; d) the monkey nut.	4
6	Watch the film from 06:09 – 06:53. What is the significance of the peanut in this sequence?	2
7	Watch the film from 06:28 – 06:34. Look closely at this shot. Why do you think the filmmakers spend such a long time showing us this section of the "mother's" body?	2
8	Watch the film from 07:30 – 07:36. a) What do you think has or will happen to Gandhi now?; b) What camera movement is used here? Why?	3
9	Think about the whole film. Why do you think the filmmakers chose to film it in black-and-white instead of colour?	1
<b>TOTAL MARKS: 20</b>		

# Outcomes and Assessment Standards N4 Literacy: Listening

## Outcome 2: Listening

Watch the film carefully as many times as you like.  
Answer the questions in as much detail as possible.



The learner will:

2. Listen to and understand straightforward spoken communication by:

1.1 Selecting and using relevant information	PASS?	COMMENT
1.2 Explaining a range of aspects of language	PASS?	COMMENT
1.3 Commenting on effectiveness	PASS?	COMMENT

# Outcomes and Assessment Standards N4 English: Listening

## Outcome 2: Listening

Watch the film carefully as many times as you like.  
Answer the questions in as much detail as possible.



The learner will:

2. Understand, analyse and evaluate straightforward spoken language by:

2.1 Identifying the main idea and supporting details	PASS?	COMMENT
2.2 Applying knowledge of language to explain meaning and effect	PASS?	COMMENT

# Outcome 3: Writing

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**Read the instructions carefully.**

**Write as much as you can.**



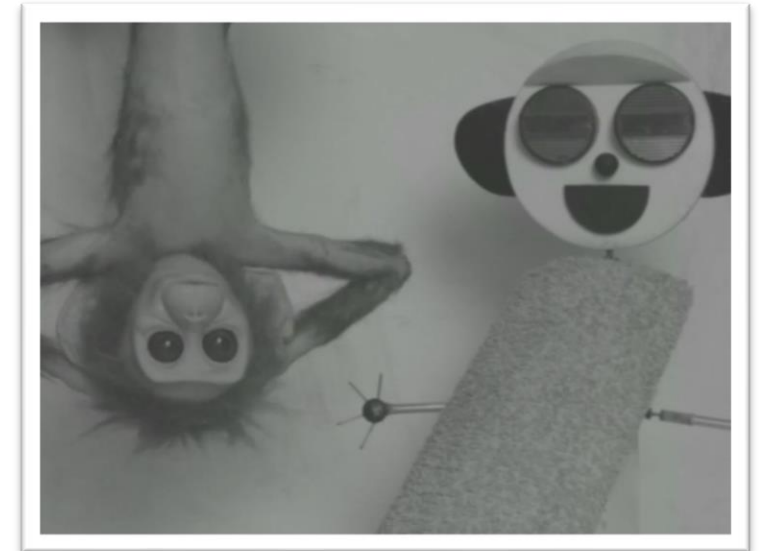
# Film Review

## Outcome 3: Writing

Read the instructions carefully.  
Write as much as you can.



- You are going to write a film review of 'Monkey Love Experiments'. This frame will guide you through it.
- This is your chance to share **your opinions** on the film. There are no wrong or right answers.
- You can write your ideas up as notes first if you like.
- Remember to use evidence from the film.
- Use the **headings** to keep your work in paragraphs.
- **Spell-check** your work when you are finished.



# Film Review

<b>Paragraph 1: Introduction</b>	<ul style="list-style-type: none"><li>• What is the title of the film?</li><li>• Who is the director of the film?</li><li>• When was the film was released?</li><li>• Why might it be an important film for people to watch?</li></ul>	NOTES
<b>Paragraph 2: Plot summary</b>	<ul style="list-style-type: none"><li>• What are the main events in the film?</li><li>• Which moment in the film did you find most interesting? Why?</li><li>• Why do you think the film was made? What do you think the filmmaker wanted the audience to learn?</li></ul>	NOTES
<b>Paragraph 3: Character</b>	<ul style="list-style-type: none"><li>• Who is the main character in the film?</li><li>• What do we learn about the girl and her life?</li><li>• Give an example of something interesting or unexpected she does or says in the film. Why is it interesting or unexpected/</li><li>• Would you want to meet the girl? Why/Why not?</li><li>• Do you think this character is realistic? Why/Why not?</li></ul>	NOTES



# Film Review

<b>Paragraph 4: Setting</b>	<ul style="list-style-type: none"><li>• What are the main settings in the film?</li><li>• Give an example of how one of the settings is made interesting in the film.</li><li>• What impression do we get of the girl's life from the settings?</li><li>• Does the film make you want to visit this place? Why/Why not?</li></ul>	NOTES
<b>Paragraph 5: Film Techniques</b>	<ul style="list-style-type: none"><li>• Choose one scene or moment from the film that makes clever use of film <i>techniques</i> (<i>costume, colour, lighting, camera, editing, music, sound...</i>)</li><li>• What technique is used? What is happening at what moment?</li><li>• What effect does the technique have? Does it help you understand a character better? Make the scene shocking/sad/funny? Provoke an emotion?</li></ul>	NOTES
<b>Paragraph 6: Evaluation</b>	<ul style="list-style-type: none"><li>• Who do you think the film was made for? Why?</li><li>• One of the film's themes is love. How is this shown in the film? How did this make you feel?</li><li>• Did you like the film? Why/Why not? Give at least two reasons with evidence. Try to use a range of adjectives to describe how you feel.</li></ul>	NOTES

# Outcomes and Assessment Standards N4 Literacy: Writing

## Outcome 3: Writing

Read the instructions carefully.  
Write as much as you can.



The learner will:

3. Write straightforward technically accurate texts by:

3.1 Organising ideas appropriately in writing	PASS?	COMMENT
3.2 Selecting and using straightforward language including the use of appropriate spelling, grammar and punctuation	PASS?	COMMENT

# Outcomes and Assessment Standards N4 English: Writing

## Outcome 3: Writing

Read the instructions carefully.  
Write as much as you can.



The learner will:

1. Create and produce straightforward written texts by:

<p>1.1</p> <p>Selecting ideas and content, using a format and structure appropriate to purpose and audience</p>	<p>PASS?</p>	<p>COMMENT</p>
<p>1.2</p> <p>Applying knowledge of language in terms of language choice and technical accuracy</p>	<p>PASS?</p>	<p>COMMENT</p>

# Outcome 4: Talking

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Take plenty of notes to help you think of things to say.

Talk for as long as you can.



SCREEN SCOTLAND  
SGRÌN ALBA

# Talking Tasks

## Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



- You will be given three tasks to choose from for your talking assessment.
- Read each task. Think carefully before making your choice.
- Use the planning sheet to make notes that will help you when you are performing your chosen task.

## Tasks

1. Discuss whether it is ever necessary to carry out experiments on animals.
2. Discuss what you think are the most important human needs.
3. Role-play a discussion between the scientist and his boss about Gandhi's case after the experiment is over.

# 1. Discuss whether it is ever necessary to carry our experiments on animals.

## Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



- Harlow's experiments led to important learning about children's development. NASA used animals to help them explore space. With that in mind, think about whether animal experiments are ever acceptable.
- Answer these questions as preparation for your talk.

1. Do you agree or disagree with animal experimentation? Why?
2. What situations might lead to experimenting on animals being the only option?
3. Are there different "levels" of animal when it comes to experiments? For example, is it worse to test on a monkey or dog than on a fish or insect?
4. Is it hypocritical to disagree with experimenting on animals but still eat meat?

<b>Questions to consider</b>	<b>What you might say</b>
<p>Do you agree or disagree with animal experimentation? Why?</p>	
<p>What situations might lead to experimenting on animals being the only option?</p>	
<p>Are there different “levels” of animal when it comes to experiments? For example, is it worse to test on a monkey or dog than on a fish or insect?</p>	
<p>Is it hypocritical to disagree with experimenting on animals but still eat meat?</p>	
<p>Other points you’d like to make.</p>	

## 2. Discuss what you think are the most important human needs.

### Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



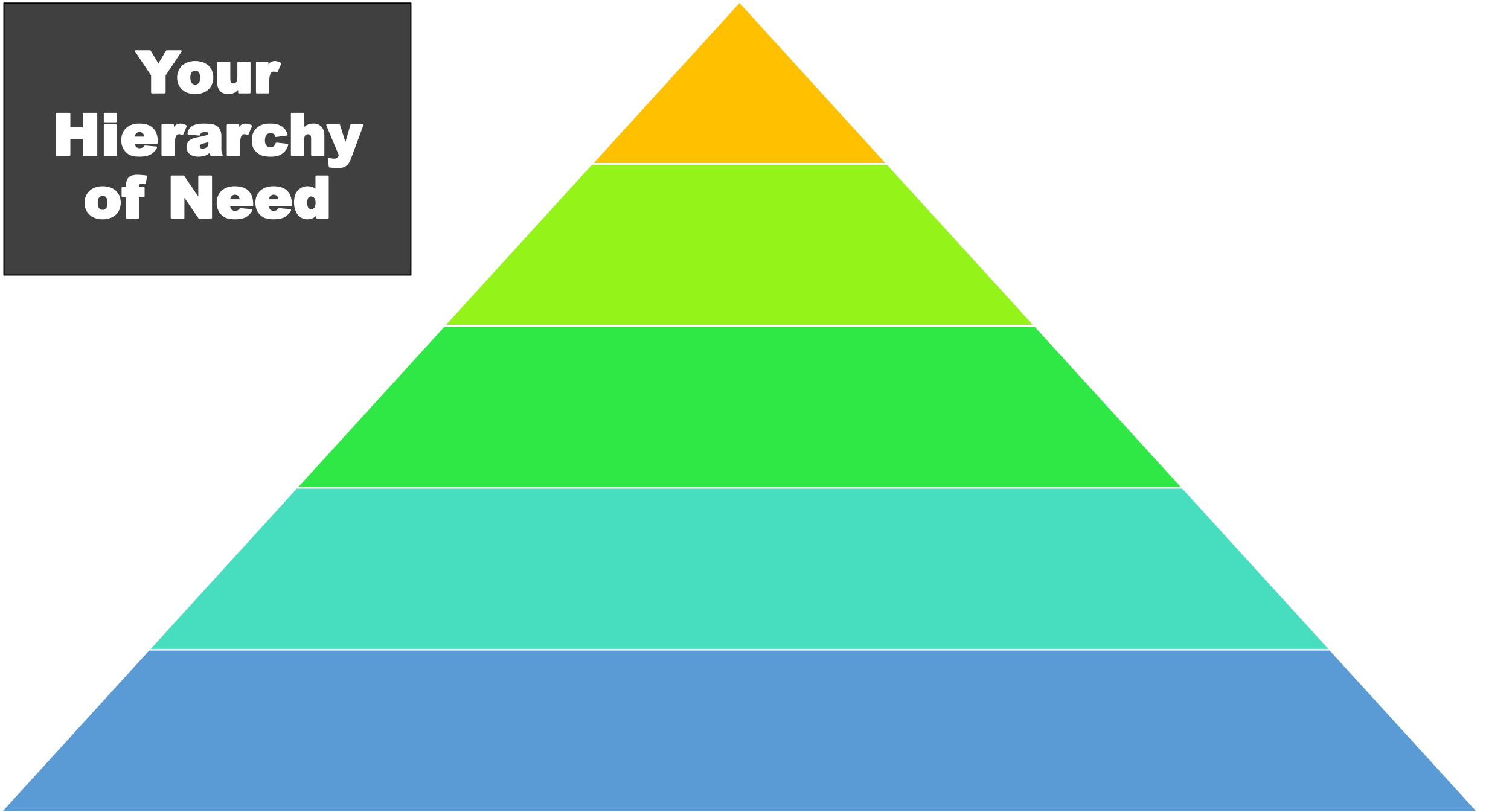
- Maslow, a psychologist, created the hierarchy of needs. It is a pyramid rating human needs. The low levels show basic needs with complex needs at the top.
- What do you think these different needs might be?
- Answer these questions as preparation for your talk. Use the pyramid template if you like.

1. What do you think are the most basic human needs for everyone?
2. What are the next levels of need?
3. What do you think is not important at all and would never be seen as a need to anyone?
4. What are your most important needs? Why are these so important to you personally?

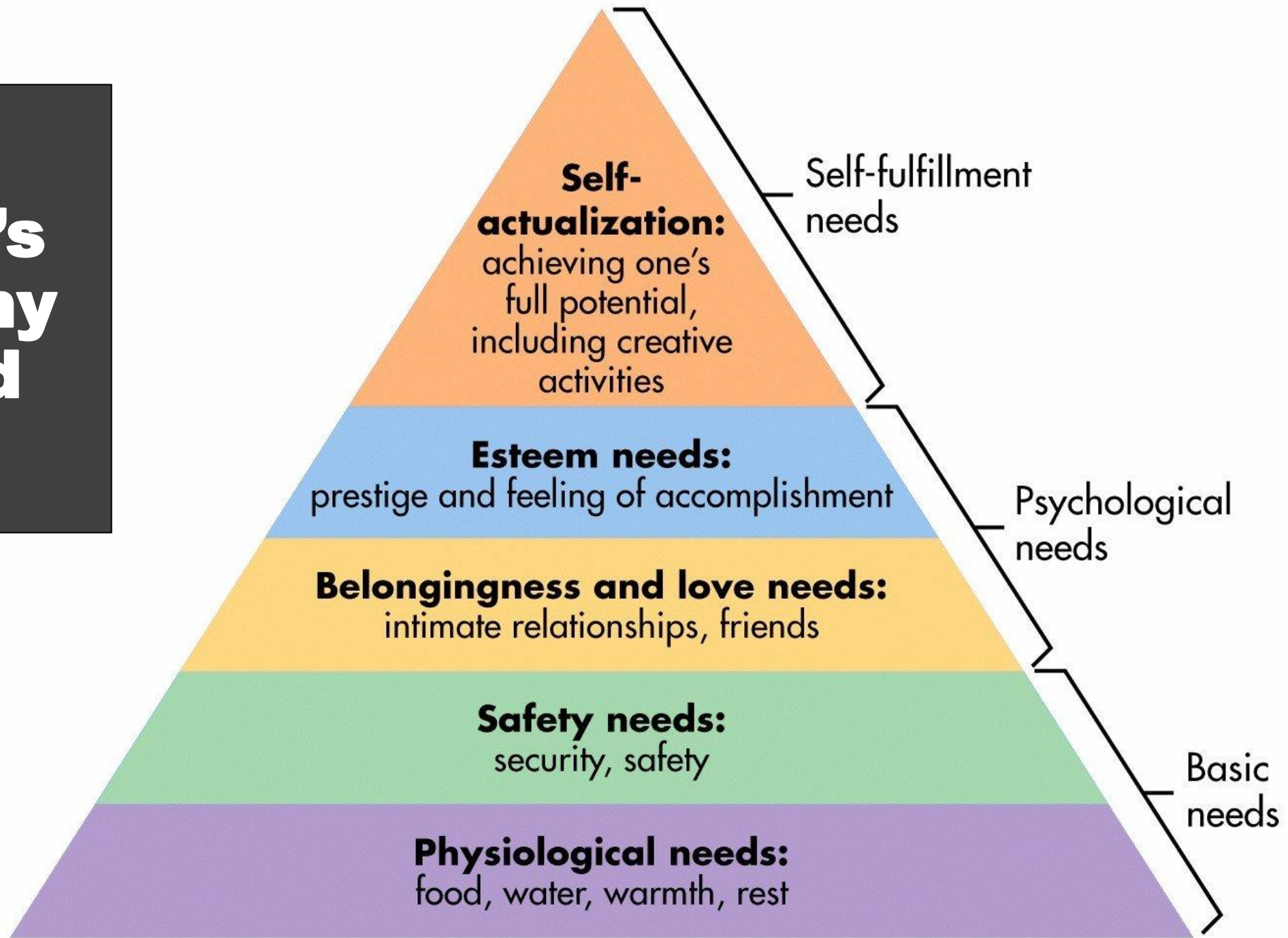


<b>Questions to consider</b>	<b>What you might say</b>
<p>What do you think are the most basic human needs for everyone?</p>	
<p>What are the next levels of need?</p>	
<p>What do you think is not important at all and would never be seen as a need to anyone?</p>	
<p>What are your most important needs? Why are these so important to you personally?</p>	
<p>Other points you'd like to make.</p>	

**Your  
Hierarchy  
of Need**



# Maslow's Hierarchy of Need



### 3. Role-play a discussion between the scientist and his boss about Gandhi's case after the experiment is over.

#### Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



- This role-play could be made into a short film if you like!
  - Choose whichever character you'd find most interesting to play.
  - Use what you've learned from the film to come up with ideas.
- Imagine that you are either the scientist or his boss who assigned him the “monkey love experiment”.
  - The experiment is over and they are reviewing Gandhi's case.
  - What might the scientist say? How might he feel about what he's done? Does he have any regrets?
  - What might the boss say? Does he believe that they're doing good work? Does he support the scientist's methods or think they're wrong?

**Things the scientist might say**

**Things the boss might say**

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# Outcomes and Assessment Standards N4 Literacy: Talking

## Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



The learner will:

4. Talk to communicate, as appropriate to audience and purpose, by:

4.1 Organising ideas appropriately in spoken communication	PASS?	COMMENT
4.2 Communicating effectively through the selection and use of straightforward spoken language	PASS?	COMMENT
4.3 Using non-verbal conventions	PASS?	COMMENT

# Outcomes and Assessment Standards N4 English: Talking

## Outcome 4: Talking

Take plenty of notes to help you think of things to say.  
Talk for as long as you can.



The learner will:

2. Participate actively in straightforward spoken activities by:

2.1 Selecting ideas and content, using a simple format and structure, appropriate to purpose and audience	PASS?	COMMENT
2.2 Applying knowledge of language in terms of language choice	PASS?	COMMENT
2.3 Communicating meaning at first hearing	PASS?	COMMENT
2.4 Using aspects of non-verbal communication	PASS?	COMMENT



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Resource developed by Gail Robertson  
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