Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Close Viewing Notes

* Compare and contrast Roman Polanski’s version of *Macbeth* (1971) with Akira Kurosawa’s *Throne of Blood* (1957)*.*
* Complete notes with as much detail as you can. **Explain why** the details you take note of are important.

|  |  |
| --- | --- |
| DUNCAN, King of Scotland | The Great Lord |
| MACBETH, Thane of Glamis and Cawdor, a general in the King's army | Washizu |
| LADY MACBETH, his wife | Asaji |
| BANQUO, Thane of Lochaber, a general in the King's army | Miki |
| The Three Witches | A forest spirit |
| MALCOLM, elder son of Duncan | Noriyasu |
| DONALBAIN, younger son of Duncan | The Prince |
| MACDUFF, Thane of Fife, a nobleman of Scotland | Inui |

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| Describe the setting – time period, physical landscape, atmosphere |  |  |  |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| Describe the witches. How are they portrayed? |  |  |  |
| What are the three prophecies delivered to Macbeth/Washizu by the witches? | 1.  2.  3. |  | 1.  2.  3. |
| What is Macbeth/Washizu’s reaction to receiving his new title from the King/Lord?  What emotion does he exhibit? Why? |  |  |  |
| How is Lady Macbeth/Asaji characterized? What details tell you about her?  Which version of the character do you prefer? Why? |  |  |  |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| How does she react to the news of the witches’ prophecies? |  |  |  |
| How does Lady Macbeth/Asaji manipulate and spur Macbeth/Washizu to murder? |  |  |  |
| What arguments does Macbeth/Washizu make for not killing his King/Lord?  Why does he hesitate? |  |  |  |
| Why, in the end, does Macbeth/Washizu decide to do the murder? |  |  |  |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| Describe Macbeth/Washizu’s reaction to the murder of his King/Lord. How does he feel? How do you know? |  |  |  |
| Why does Macbeth/Washizu decide to kill Banquo/Miki? |  |  |  |
| How is Macbeth/Washizu’s inner turmoil shown in the Banquet Scene? |  |  |  |
| The witches deliver a second set of prophecies. What are they? | 1.  2.  3 |  |  |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| How does Macbeth/Washizu react to the second set of prophecies? Why? |  |  |  |
| What disturbances and bad omens (throughout the film) indicate the presence of evil and disorder?  Explain how these signs are examples of **pathetic fallacy** |  |  |  |
| Lady Macbeth/Asaji’s unraveling and death |  |  |  |
| **Event** | ***Macbeth (Polanski)*** | ***COMMON GROUND*** | ***Throne of Blood (Kurosawa)*** |
| Describe the closing battle scenes. How does Macbeth/Washizu die? |  |  |  |
| How do the second set of prophecies come true? |  |  |  |
| What is Macbeth/Washizu’s **tragic flaw**? What flaw in his character causes him to make choices that lead to his downfall? |  |  |  |
| Is Macbeth/Washizu’s tragic fate his own fault and a result of his own choices?  Or is his fate pre-determined and beyond his control? |  |  |  |
| What scenes from *Macbeth* are left out of *Throne of Blood?* |  | | |
| Which version of Shakespeare’s play do you prefer? Why? |  | | |

Criteria for Assessment of Viewing Notes:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A**  **Excellent/Beyond Expectations** | **B**  **Good/Proficient** | **C+**  **Satisfactory** | **C/C-**  **Minimal/Limited** | **F**  **Poor/Not Yet Meeting Expectations** |
| Completion  Detail  Accuracy | Notes are completed thoroughly, accurately, and with abundant detail. | Notes are completed thoroughly, accurately, and with some detail. | Notes are mostly complete and accurate with limited detail. | Notes are partially complete with limited detail and/or some inaccuracies. | Notes are incomplete, incomprehensible, or inaccurate. |
| Understanding  Analysis  Synthesis | Student demonstrates perceptive and insightful understanding of texts  Student demonstrates superior analysis, synthesis, and critical thinking skills. | Student demonstrates a solid understanding of texts, with some evidence of analysis, synthesis, and critical thinking skills. | Student demonstrates a surface understanding of texts with a limited amount of analysis, synthesis, and critical thinking. | Student demonstrates some basic understanding of texts with a minimal amount of analysis, synthesis, and critical thinking. | Student demonstrates little or no understanding of texts. |