

Student Exemplar: 4.4 Shakespeare in Song

Note: This exemplar is using the Shakespeare play *Hamlet*. For your response, you must focus on the excerpt from *A Midsummer Night's Dream*.

4.4 Shakespeare in Song

A list of URLs will not be **accepted**. You will be asked to resubmit the assignment if you do not provide the full version of chosen song lyric.

Please include the full version of the song lyrics you chose and your rationale for choosing this text. Space is provided on the following page for your rationale.

"Everybody Wants To Rule The World" by Lorde

Welcome to your life
There's no turning back
Even while we sleep
We will find you

Acting on your best behavior
Turn your back on Mother Nature
Everybody wants to rule the world

It's my own desire
It's my own remorse
Help me to decide
Help me make the most of freedom
And of pleasure
Nothing ever lasts forever
Everybody wants to rule the world

There's a room where the light won't find you
Holding hands while the walls come tumbling down
When they do, I'll be right behind you
So glad we've almost made it
So sad we had to fade it

Everybody wants to rule the world
Everybody wants to rule the world
Everybody wants to rule the world







4.4 Shakespeare in Song – Rationale

The song “Everybody Wants to rule the world” by Lorde captures the theme of a lust for power and indecisiveness, which are both evident in the first ~~act~~^{Act} of *Hamlet*. The ghost of the murdered King Hamlet appears to the guards and eventually to Prince Hamlet to tell Hamlet that he was murdered in his sleep by his own brother in order to gain the crown. The title of the song directly relates to this idea. Everybody, meaning Claudius, wants to rule the world, which references his immoral actions, or sins, in order to obtain the crown. The theme of lust for power is evident through Claudius’s actions and reinforced by aspects of the song. The first stanza of the song can be related to the murder of King Hamlet. “Even while we sleep/ We will find you”, could refer to Claudius murdering the king while he sleeps. After Hamlet is aware of this, there is no turning back. His life is now devoted to avenging his father’s death, relating to the first two lines of the song to the play. This creates a theme of self-sacrifice. Hamlet is willing to do anything in order to avenge his father’s death, even if it means dying himself. The same theme is also paralleled in *“Someday”*. Anne would also be willing to do anything for her daughter, Grace, even if it meant emotionally suffering herself. The second stanza, can be related to Hamlet’s relationship with his mother and Claudius after his father’s death and mother’s hasty remarriage. Hamlet attempts to control his behavior around Claudius, not revealing his true feelings towards him until after he has left the room, all the while turning his back on his natural mother because he feels betrayed and angry with her marriage to Claudius. The third stanza relates to the internal conflict that Hamlet has to deal with. It is his desire to avenge his father after Claudius murdered him, as well as release the feelings of anger and betrayal due to his mother’s marriage. Yet, he is hesitant when responding to the ghost. Hamlet feels remorseful of his father’s death and wants revenge, but he cannot decide whether the ghost is a devil attempting to convince him to commit a sin, or if it’s really his father’s restless soul. The only way to set his father’s soul free so that it may eternally live in bliss and happiness, is to avenge him. This is related to lines 11-12 of the song. The line “Nothing lasts forever” mirrors the speech that Claudius gave in Act I Scene ii, when he speaks about how the relationship between a father and son must come to an end when the father passes, as it did when King Hamlet died. The relationship will not last forever because humans are mortal beings, incapable of living forever.

Formatted: Font: Italic

Formatted: Font: Italic

4.4 Shakespeare in Song

Value	Song Selection and Rationale	Presentation
Excellent 	<input type="checkbox"/> Song selection demonstrates a <i>perceptive</i> awareness of text <input type="checkbox"/> Rationale is <i>insightful</i> and <i>impressive</i>	<input type="checkbox"/> You arrange your ideas and details <i>effectively</i> <input type="checkbox"/> Your word choice is <i>confident</i> <input type="checkbox"/> You demonstrate <i>confident</i> control of sentence construction, usage, grammar, and mechanics
Proficient 	<input type="checkbox"/> Song selection demonstrates a <i>thoughtful</i> awareness of text <input type="checkbox"/> Rationale is <i>detailed</i> and <i>meaningful</i>	<input type="checkbox"/> You arrange your ideas and details <i>appropriately</i> <input type="checkbox"/> Your word choice is <i>engaging</i> <input type="checkbox"/> You demonstrate <i>control</i> of correct sentence construction, usage, grammar, and mechanics
Satisfactory 	<input type="checkbox"/> Song selection demonstrates a <i>basic</i> awareness of text <input type="checkbox"/> Rationale is <i>clear</i> but may be <i>underdeveloped</i>	<input type="checkbox"/> You arrange your ideas and details in a <i>straightforward</i> way <input type="checkbox"/> Your word choice is <i>functional</i> <input type="checkbox"/> You demonstrate control of <i>basic</i> sentence construction, usage, grammar, and mechanics
Limited 	<input type="checkbox"/> Song selection demonstrates a <i>limited</i> awareness of text <input type="checkbox"/> Rationale is <i>inaccurate</i> and/or <i>does not explain choices adequately</i>	<input type="checkbox"/> You arrange your ideas and details <i>ineffectively</i> <input type="checkbox"/> Your word choice is <i>inappropriate</i> <input type="checkbox"/> You demonstrate <i>faltering</i> control of sentence construction, usage, grammar, and mechanics where applicable
Redo 	This is a special category; it is not an indicator of quality. Please contact your teacher for extra help, so that you can resubmit this assignment.	
TOTAL: ⁴⁰ /40 = 100 %	²⁵ /25	¹⁵ /15
Assessment 	Areas of strength: Your discussion of the theme and how they overlapped between the two texts is insightful. Rationale is well-developed and thorough.	
	Might I suggest:	