NAME: KUGBER SECUNDUS LUGA.

MATRICULATION NUMBER: 22/SCI01/096.

COURSE CODE: AFE 122 ASSIGNMENT.

1. Attempt an incisive interrogation of Solomon A. Edebor’s Good Morning, Sodom, underscoring at least five underlying thematic thrusts the drama engages.
2. Attempt detailed character analyses of any three characters in Solomon A. Edebor’s Good Morning, Sodom.
3. What are the points of divergence between the published and the film version of GOOD MORNING, SODOM?
4. A) ***Theme of Negative peer influence***:

      This Theme has been vividly painted in the Play. The negative peer influence of K.K and Bentol on Demola. From the start of the play, at the second movement trying to get his way with her. We can clearly see that he is interested in her as a lady, but Keziah does not give him her attention. She is concerned more on her studies that she is about Demola as she even sees him as a distraction.

      However, we figure out later on in the course of the Play that Demola is actually in love with Keziah and succumbs to his friend’s advice, K.K. KK is a cultist who is responsible for the making Demola do “many terrible things” and is alas responsible for his death.

      Bentol and KK’s negative influence on Demola started as a result of Demola’s wealthy lifestyle. He notices his love for Keziah as sees her nonchalance as he advises Demola to rape Keziah, giving him an hankie that has been charmed, to enable Demola have his way with Keziah. KK is also responsible for encouraging Demola to take drugs and harmful substance, even when Demola insists. His influence on him was heightened when he introduces him to cultism, which later led to his death by KK himself.

      The theme of negative peer pressure is evidently portrayed in this story. Even in the life of Stella, after been raped by four boys taking turns in her. She succumbs to the lifestyle till God later captures her through dreams on two different occasions.

                 B) ***Theme of Parental responsibility, care and guidance***:

         The responsibility of Keziah’s father, Dr Aworayo Richards lost his sense of duty and responsibility in his pool of anger towards Keziah. He could barely look at her as his own daughter, without having knowledge of the situation surrounding how she was raped and impregnated. Unknowingly, he crated a hole in his daughter’s heart which led to her intake of drugs with the intention of killing herself and the baby, in trying to relief her father’s burden and Shane which she caused.

        What she needed at the time was support care and love, which her mum showed her. It was difficult for Dr Richards, as he even criticises her mum for accepting such baby.

       Dr Richards’ duty of responsibility, care and guidance was lost. This almost led to the death of his beloved daughter. This should act as an eye opener to parents. Parental love and care should not be situational. They must carry out their duty even in pain, so as not to cause more pain or loss to themselves. They must learn to find a way to be happy and show love to their children.

      In the case of Demola’s family, his parents totally failed to do their duty as parents in checking up on his and ensuring his safety and this is one of the factors responsible for him being easily swept off his feet by KK. If only they pay closer attention to their son, Demola just maybe they wouldn’t have cried out wishing they had done better for him.

              C) ***Theme of Love***:

       The theme of love is not greatly evidently portrayed as parental responsibility and negative influence. One who thoroughly goes through the play can see that the love that Demola had for Keziah was genuine, but with a fault. When advised by Demola to use the charmed hankie on Keziah, he says refuses saying he has trued on many occasions to invite her over to his house. But the influence of KK on him, we can say is stronger than the love he has for Keziah. This love can be seen as a romantic love or rather, infatuation. But the love Keziah had for Demola at this point was likeness as a friend.

       Also, love is portrayed in Keziah’s relationship with her parents, from the first movement. Keziah is filled with so much joy and happiness just from seeing her mum, when she notices the absence of her father, she becomes pensive. Her mother’s love for her doesn’t reduce even after getting informed about Keziah’s pregnancy. Mrs Richards even tried to talk to her husband to try and show support to his daughter.

       Without the love in Mr Richards eyes for his daughter, she couldn’t survive the hatred her father had for her. His repulsive attitude towards her lead her to become suicidal.

       We can see that; it was the lack of her father’s love that dragged her to attempt committing suicide. Truly parental love is crystal clear in the Play.

                     D)  ***Theme of measures towards social-vice***:

          The tendencies of students to cause harm is vividly portrays by the playwright, together with appropriate measures to curb the social-vices in the society as a hole. The danger, misfortune, harm and loss that the ‘Red Shadows’ caused in their fight with ‘the sparrows’, is a portrayal of the harm and loss that happens in the society as a whole.

           The punishments given to KK and his fellow cultists was to show that whatever situation that culprits of any social vice is going through they should be punished equally for their crimes. There shouldn’t be any excuse why they shouldn’t be punished, like the defence counsel pleaded for from the Judge. There must be punishments metered out, so as to act as a measure to reduce the level of crime rate. If not, no one would learn for the experience of such evil people.

             Both designated authorities in higher institutions and constituted authorities should have punishments for crimes and they must ensure they are properly laid in order to curb the crime rates in the society as a hole and in the lives of vulnerable students like Demola.

                     E) ***Theme of hope***:

           Stella Keziah’s roommate is the centre of this theme. After Keziah had been raped by Demola, she was seen crying in her room when Stella tells her ‘Everything would be fine’, she carried inside herself hope, because she was in a worst situation than Keziah. She shares her story of been ganged raped by her pastor’s son and his friends.

Stella questions herself, asking “when will they(men) realise that we are like flowers that radiate beauty but get marred once we are violently plucked? When?’. She believed that Keziah could go back to her normal lifestyle without becoming friends with Demola again. She is responsible for giving hope to Keziah that she could stand on her two feet once again, stronger and better.

          If we notice properly Stella is present in times when Keziah has lost hope, we can simply say she is light at the end of Keziah’s tunnel.

1. A) ***Keziah***:

       Keziah is the daughter or Dr and Mrs Richards. She is an undergraduate of Mayflower University. She is the protagonist of the play, Good Morning, Sodom. She is a very brilliant student is spending most of her time reading or engages in school activities.

       She introduces the play together with her mum, as her mum comes to visit her in the absence of her dad, which cause her to be pensive but immediately becomes cheerful after she was told that her dad would gift her for his absence. In the next movement she is approached by a handsome guy, Demola. From their conversation, we can see that it was not the first time he had tried to approach her to talk with her, in regards to dating her. As always, she turned deaf ears to him as she makes her way to the library.

        Furthermore, we are surprised by the turn of events in movement six, where we can see Keziah in Demola’s House. This turn of events later leads to being raped by Demola. After the unfortunate events that she passes through, she once again loathes Demola is had to experience such dreadful event while trying to be his friend.

        In addition, after the death of Demola by KK his friend, in an unfortunate even. We find out that Demola had impregnated Keziah. With the anger and pain showered on Keziah by her father, she attempts suicide be intake of drugs. Luckily, she and her baby survive. She later gives birth to a baby girl, Mouritha. Keziah later complete her studies in the University of Ibadan and moves out there to study with her baby and a care taker.

         B) ***Mr Richards***:

              Mr Richards is the father of Keziah. He has a major character in the theme of Parental responsibility. At the first movement, we me made to understand that he wasn’t able to come visit his daughter because of an unforeseen trip.

               He allowed anger towards Keziah to distract him from carrying out his parental responsibility. After finding out that Keziah had been raped after visiting Demola at his house and goes further by blaming her. He even opines to Mrs Richards that the baby should be aborted at an early stage of pregnancy as he doesn’t support the birth of such baby.

               He later regrets his actions when his loath towards his daughter pushes her to attempt suicide. He is the one who sees her suicide note, rushing to her room to see her unconscious on the floor.

              Mr Richards makes up to Keziah after being discharged from the hospital. Bothe the father and the daughter apologise for the actions and misconduct. He even helps her get admission into the University of Ibadan, to allow her change her location and continue her education.

            C) ***Doctor Hanson***:

                 Doctor Hanson is not a major character in the Play. He is the chief Medical Director of Emamuzo Specialist Hospital. He is seen in movement eighteen and twenty-two.

                  He was responsible for flushing Keziah’s system of the drugs she took to kill her self and also the delivery of her baby.

1. The points of divergence include:
2. Settings: In the written version, the author can describe the setting in detail, whereas in the drama version, the setting has to be conveyed through the use of scenery, lighting and sound.
3. Dialogue: In the drama version, the dialogue has to be written in a way that sounds natural when spoken aloud, whereas in the written version, the dialogue can be more literary and poetic.
4. Characterization: other techniques to explore the characters' thoughts and feelings, whereas in the drama version, the characters' dialogue. Emotions have to and be conveyed through their actions and in the written version, the author can use interior monologues.
5. Audience: In the drama version, the audience is resent and can react to the action on stage, whereas in the written version, the reader is a solitary observer. These are just a few examples of the different versions of "Good Morning, Solemn".
6. Interpretation: In the written version, the reader is free to interpret the text in their own way, whereas in the drama version, the actors, director, and other creative team members have to interpret the text and bring their own vision to the production, between the written and drama.