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**COLLEGE: MEDICINE AND HEALTH SCIENCES**

**DEPARTMENT: MBBS**

**COURSE TITLE: USE OF ENGLISH**

**COURSE CODE: AFE 122**

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**ASSIGNMENT**

1. **THEMATIC THRUSTS OF GOOD MORNING SODOM**

* Negative peer influence
* Cultism
* Rape
* Indifferent parenting
* Hope and redemption of the youth
* **Negative Peer Influence:** This is one of the main themes in Good Morning, Sodom as the playwright of the play tries to convey a message by employing this theme in his work. The play, Good Morning, Sodom evidently shows how the innocuous encounter among student turned out to be their worst nightmare. From the play, it can be seen how “Keziah”, one of the main characters, fell victim of negative peer pressure through her course mates, which brought her disastrous consequences. “Demola”, too, who happens to be one of the main characters was swayed towards risky activity by his friend, which led to his untimely death.
* **Cultism:** This is one of thematic thrust portrayed in the play. Cultism is an act of belonging to a secret society in an educational institution. The play revealed to us the deplorable moral decadence in our society which has spread to higher institutions of learning. Due to negative peer influence, Demola was initiated into a cult group called “Red Shadows” according to the play which led to his demise. The play also showed how the other cult members paid dearly for their actions.
* **Rape:** This theme is evident in the play and it can be seen in the sixth movement of the play. This theme is first seen in the play when Keziah was drugged, charmed and raped by Demola due to negative peer influence. This theme is also seen when Stella, Keziah’s course mate, after hearing of Keziah rape case revealed to us how she was raped at a very young age which led to her promiscuity.
* **Indifferent Parenting:** Solomon A. Edebor, the playwright of the play uses this theme to convey his messages. It can be seen from the play, that part of what is responsible for Demola’s tragic end were his parents, Engineer Diran and Mrs. Diran. They failed him as parents, they engaged in fewer positive interactions with him, less overall interaction and more insensitive interaction. Parental care and monitoring should be given to children by their parents so as to eliminate crimes from our campuses before it consumes the entire academic community.
* **Hope and Redemption of the Youth:** This theme of hope and redemption of the youth is not left out of it by the playwright. As long as there is life, there is hope of redemption from any form of life one lives. This play is meant to enlighten the youths of the real life situations especially in the university. Keziah is meant to be an example to all the youths out there so they can learn from it.

1. **CHARACTER ANALYSIS IN SOLOMON A. EDEBOR’S GOOD MORNING, SODOM**

* **Keziah Richards:** Dr. Aworawo Richards and Mrs. Joke Richards’s daughter. She is a female undergraduate at Mayflower University in her second year. She was a disciplined and focused student before falling victim of negative peer pressure. This resulted in her becoming pregnant; bringing shame to her parents which also affected her educational adventure. In the end she was able to continue her educational adventure after facing life and death.
* **Demola Diran:** Engineer Diran and Mrs. Diran’s son. He is Keziah’s course mate at Mayflower University and also her admirer; he is also a victim of negative peer pressure and bad parenting. Due to negative peer pressure, he was swayed into doing risky activities like taking of hard drugs, cultism and was even swayed into drugging, charming and raping Keziah, which led to her being pregnant. As a result, Demola suffered mortifying death long before his time.
* **Nkanga Nwoko:** He is also known as K.K., an undergraduate student at Mayflower University in his fourth year and he is studying English. He is a member of Red Shadows Confraternity and he is from a poor background. He befriended Demola after finding out he is from a wealthy background and succeeded in making him many terrible things. K.K. had a very negative influence on Demola and also responsible for Demola’s death. In the end, he was sentenced to life imprisonment for the offence of manslaughter and pursuant to section 345 of the Criminal Code Act CAP C28 LFN 2004.

1. **DIVERGENCIES BETWEEN THE FILM VERSION OF GOOD MORNING SODOM AND THE PLAY**

* Firstly, **In the film**; the dialogue between Keziah and Demola occurs in the library and ends with Keziah leaving after signifying that she has a lecture in which she has a lot to cover**, but in movement two the play**; the conversation occurs while Keziah is on her way to the library and stops, she and Demola have their dialogue and she continues on her way to the library.
* **In the film**, two students (a male and a female) interrupt Dr. Yusuf’s monologue in the drama as he is lecturing his students as he sends them out, **but in the play**, Dr. Yusuf is never interrupted, he finishes the lecture and the scene shifts to Ovie, Bunmi and Demola’s conversation after class.
* **In the film;** the time gap between the events of moment six (Keziah’s conversation with Ovie and Bunmi) and movement seven (the rape of Keziah), was specified as three weeks **but in the play**, it is left for the audience to guess.
* **In the film’s version** of the initiation scene which occurs in the play at the eighth movement, Demola is represented as the initial member of the cult instead of a youth being newly initiated as he is **in the play**.
* **In the play**, after seeing Demola’s body and Keziah faints and is taken to the hospital, Stella calls her parents. In movement twelve, they arrive in the afternoon and Stella helps them take her to their car. Keziah embraces Stella and she waves them goodbye as the car drives off, **but in the film**, only Keziah’s mother and driver come to retrieve her, Stella helps her into the back seat, gets in and leaves them as they drive off.
* **In the play**; the conversation in the movement fifteen between Zuwaira and Nonso lasted until Zuwaira said “Our lives are like an open book, every day we write a line” and Nonso replies, “That’s why we must take care of how we live our daily lives’, delivering a call to action to the action and charging them to take care for their lives and beware of their choices, **but in the film**, those two lives are skipped giving the scene an untimely ending.
* **In the play**, the prosecution and defense of counsel passionately advocated their cases engaging the audience, educating them on the laws that constitute the justice system that both prosecutes and protects them, and building anticipation for the verdict of the judge, **but in the film**, it was modified and cut short.
* **In the film**; Mrs. Nwoko Nkanga Nwoko (K.K’s mother), was not featured at all **but in the play**, she is present throughout the court case and faints shortly after the Verdi’s delivered, she is carried into a waiting van, marking the end of the scene.
* **In the film**; Mrs. Diran is said to have died, **but in the play,** she is very much alive and plays an active part in the events of movement nineteen and twenty one.
* **In the film**; Keziah’s delivery scene begins in her room, **but in the play**, the scene begins in the labor room when the doctor tells Keziah to push and only shifts outside when the baby is safely delivered.
* Movement twenty three that presents to the audience Keziah’s happy ending is totally scrapped the film’s end with the labor scene and a short epilogue is used

to describe events of what it would have been.

* **In the play**, Keziah’s daughter is named “Mouritha”, **but in the film’s epilogue**, it is said to be Heritage Demola-Diran.