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AFE 122 – Use of English Assignment.

1. INCISIVE INTERROGATION OF "GOOD MORNING SODOM" BY SOLOMON.A. EDEBOR.

The book "Good Morning, Sodom" written by Dr Solomon Adedokun Edebor sheds light on the current happenings in Nigerian universities today which are detrimental to the lives of youth. The book emphasizes on how seemingly harmless encounters can change one's life. Keziah, a 200-level student was victim to rape by Demola, a student in the same level who resorted to drugging and raping her because she rejected his advances. Demola, as fate would have it also suffered an early death as he was accidentally shot during a crossfire shooting between two rival cults, being exposed to negative social vices by one of his friends.

The book explores the subject of **rape** as it narrates the tale of Demola who charms Keziah with the help of a drugged handkerchief, rendering her unconscious for him to have his unhindered way with her. Rape is a heinous crime which is rampant in society today, including universities. Victims of rape suffer devastating effects on their physical and mental well-being and it can lead to long-lasting trauma. This is illustrated in the play as Keziah ended up with an unwanted pregnancy which led to her temporarily dropping out of school, and her friend, Stella, who was revealed to be a victim of rape lost all faith in God. Universities have a responsibility to provide a safe learning environment for their students. It is crucial to address and prevent rape in universities to ensure the safety and well-being of all students.

The book goes on to emphasize the **dangers of taking drugs** in the university. Drugs can have severe consequences on a student's academic, social and physical well-being. The pleasurable effects of drugs which are experienced immediately was encapsulated by Dr Edebor in the play- K.K encouraging Demola to take some drugs to make him feel high and forget the plaguing sorrow and guilt that he felt for taking advantage of Keziah. Drugs also lead to an increase in crime and

violence rates. This is also shown in the play as K.K who took hard drugs was involved in criminal activities with led to a life sentence.

Another key thematic thrust Dr Edebor's play did not fail to highlight is the prevalence of **cultism in Nigerian universities**. The play sheds light on some cultist activities. It reveals that new members are taken in with a blood covenant which bind the members in spirit. The gang then goes on to wreak havoc and chaos in the university as they sought revenge for the death of two of their members, killing Demola in the process. Cultism in universities is a serious problem that can have wider consequences for students and the wider community.

The play also emphasizes on the **dangers of peer pressure**. Keziah was pressured by her friends Ovie and Bunmi to consider Demola and give him a chance. In her doing so, she fell victim to rape. Demola was also subject to negative peer pressure from his best friend K.K who introduced him to hard drugs and persuaded him to drug and rape Keziah. K.K also introduced him to a cult, involving him in cultist activities which eventually lead to his untimely death. This shows the importance of student awareness to the potential of negative peer pressure and have strategies put in place to resist it.

Lastly, the play illustrates some bad parenting techniques that are seen in parents today. Mr. Richards who was completely unaccepting of Keziah's pregnancy treated her so badly that she nearly committed suicide. The lack of moral care on the hand of Mr. and Mrs. Diran also highlights bad parenting. They were only interested in the financial well-being of their child, Demola and therefore left him to be raised by him friends. Some of them the likes of K.K who introduced him to terrible things. This shows to highlight the importance of good parenting to ensure the proper moral upbringing of children.

2. DETAILED CHARACTER ANALYSIS OF CHARACTER

a. **Keziah Richards**: Keziah Richards is a 200 level English student of high moral principles. She understood the reason she came to school and did not give heed to boys or any distractions, until she was distracted by Demola who was very consistent. She did not pay heed to him at first but she was persuaded by her friends so she decided to give him a chance. This led to her downfall as she was a victim of rape by Demola. But in the end, she persevered and was able to safely deliver her child and continue her education.

b. **Demola Diran**: He was a main character of the play. He was the child of Engr. And Mrs. Diran. He was a victim of negative peer pressure from KK. From Demola's point of view, he had a good heart. Even after he raped Keziah, he had a feeling of remorse because he was truly in love with Keziah. He was a 400 level English language who came from a rich home and the little to no emotional attention he received from his parents can also be seen as a contributing factor to his downfall.

c. **Nkanga Nkwoko**: He was referred to as KK throughout the play. He was a 400 level English student of Mayflower University. He was a cultist and Demola's best friend. He introduced Demola to the life of crime and violence that led to his death. It was later revealed that he came from a poor home which shows how little regard for his mother.

3.POINTS OF DIVERGENCE BETWEEN THE WRITTEN AND THE FILM VERSION OF SOLOMON EDEBORS "GOOD MORNING SODOM"

1. In movement two, the written version implies that Demola and Keziah had the conversation about his intentions with her standing while in the film version, it was seen that conversation was had with both of them sitting down in the library when Demola interrupted her

reading.

2. In movement three, Dr Yusuf sent two students out of his class for late coming in the film version, but did not send anyone out of his class in the written version. Also, in the written version, Demola asked Bunmi and Ovie if he could have a word with them. That did not happen in the film version.

3. In the sixth movement, it was written that Demola returned Keziah's phone after he made comments about it, but in the film version, Keziah took her phone back from him.

4. Also in the sixth movement, when Stella was recounting her dream, the written version implies that the scene begins with the four men bringing out some clothes from the house, but in the film version, the scene begins with Stella fetching a pot of water.

5. Still in the sixth movement, the written version implies that Emmanuella came into Stella's room to talk about God after she had her bad dream, but in the film version, they had the conversation while Stella was outside collecting her dried clothes.

6. In the eighth movement, the written version implies that Demola was inducted into the cult, but the film version shows that he was already a member of the cult.

7. The ninth movement was not shown in the film version.

8. In the eleventh movement, it was said that nurses and hospital attendants were seen moving around in the written version, but none were seen in the film version.

9. In the twelfth movement, it was written that Keziah was taken to the car by her parents and Stella, but in the film version, her dad was absent and she was instead helped by her mother, Stella and Olumide the driver.

10. In the thirteenth movement, the film version implies that the two police officers came in with KK and two others, but in the film version, it was seen that they came in with KK and three others.

In the thirteenth movement, the D.P.O was referred to as ma in the written version, implying that she is a woman, but, in the film version, it is seen that the D.P.O is a man.

12. In the fourteenth movement, in the written version, Mr. Richards told Keziah to pick a book from the center table in which the letter was enclosed, while in the film version, the letter was not enclosed in any book.

13. In the fourteenth movement, in the written version, it was implied that Mrs. Richards was present from the beginning of the conversation. In the film version, it was noticed that she joined the conversation halfway.

14. In the seventeenth movement, the entire court order between the defense council, the prosecution council and the judge which was acknowledged in the written version were skipped in the film version.

15. In the eighteenth movement, the written scene where Mr. Richards rushed Keziah to the hospital was skipped in the film version. Also, the dialogue where Mrs. Richards asked if Keziah would be fit to follow them home that day was skipped in the film version.

16. The nineteenth movement was skipped in the film version. It was instead recounted as a memory in the twenty first movement when Engineer Diran was informing Mr. and Mrs. Richards of his new findings.

17. It was revealed that Mrs. Diran lost her life in the film version, that was not so in the written version.

18. It was mentioned in the written version that Keziah's daughter was names Mourithia, but in the film version, she was named Heritage

Demola-Diran.

19. The twenty third movement was skipped. It was only written across the screen in the film version, that Keziah gained admission into the University of Ibadan.