

Student-generated questions:

*Cloud 9*

- What does the title mean? There is a song at the end of II.iii.
- How does Churchill breaking down the signifier and the signified affect the audience? (ie. having white men playing a female and a black man in the first act, etc). Why do the actors switch roles in the second act? (Oh no, *Light Shining* all over again!)
- Do the men form an old boys network? “Friendship between men is a fine thing. It is the noblest form of relationship” (III.iv.) Women are “mysterious and dark” like the heart of Africa. But the men still seek to control them. Mrs. Saunders is alienated.
- Can anyone make sense of the last two lines of the first scene? How about the end of the first act? Why does Joshua attack his master?
- Why does the necklace appear again in the second act?
- Why do characters from the first act appear again in the second act? Does it signify the development of sexual politics from the society of Victorian England to modern times?
- What parallels are there from the first to second act? Pay close attention to the endings of scenes. Do the couples that get together compare to each other?
- What is the role of guns in the first and second act? Mrs. Saunders is entirely obsessed with making sure guns are about; Cathy is always playing with her imaginary gun. Power? Safety? Control?
- Clive is the control point of the first act; does a similar power appear in the second act?
- Why insert song?
- How do you think the workshop development of the play helped/hindered the play’s success? The second act is filled with many long speeches which are entirely believable and ridiculous at the same time.

What is your favorite joke? (Yep, had to steal it. Mine would be, “THINK OF ENGLAND!!!”