



# The Last of the Dragons

## Activity Packet



# About the Show

## Show Description

In the kingdom of Middlefield, there is a tradition. On a princess' sixteenth birthday, she is tied to a rock, kidnapped by a dragon, rescued by a prince and lives happily ever after. But what happens when the prince is too afraid to fight, the princess wants to do the rescuing by herself, and the dragon is nowhere to be found? Adapted from the story by Edith Nesbit, *The Last of the Dragons* tells a tale of bravery, intelligence and unexpected friendship.





# Activity: Perform it!

On the next page is a scene from *The Last of the Dragons*! Right before this scene, the Princess has been reminded that her 16th birthday is approaching, and she will have to be kidnapped by a dragon and saved by a Prince. However, the Princess doesn't want to follow this tradition. In this scene, she is convincing her dad, the King, to change this age-old tradition.

Have your students get on their feet and act out the scene. Encourage them to play around with their voices and physicality. How does a princess walk? How does a King talk? Encourage them to come up with different ways to show these characters!

## Vocabulary Words

**Parried:** Refers to a blocking move in fencing and sword fighting.

When the King says he parried, he is saying that he blocked an attack with his sword.

**Thrusted:** Refers to an attacking move in fencing and sword fighting.

When the King says he thrusted, he is saying that he attacked forward with his sword.

### Scene Three: The Garden

*(PRINCESS and KING enter the garden arm in arm.*

*PRINCESS is carrying a basket of flowers. They sit.)*

**KING**: Such a lovely day. Seemed a shame to spend it cooped up in the castle signing proclamations. I'm glad you talked me into taking a walk.

**PRINCESS**: Thanks for walking with me. It is beautiful out here.

**KING**: And it gives me a chance to talk to you. After next week, I won't be seeing much of you anymore.

**PRINCESS**: I know. I wanted to talk about that, too.

**KING**: Just think, you'll be a queen in a brand-new castle. The construction is almost done.

**PRINCESS**: Yes, I...

**KING**: Supervised it myself. Thirty-two bedrooms, alligators in the moat, two-car garage ...

**PRINCESS**: Yes, I've seen it; it's lovely ...

**KING**: And just wait 'til you see your husband.

**PRINCESS**: He's only my husband if he slays the dragon.

**KING**: Nonsense! Of course he'll slay the dragon. It's tradition.

**PRINCESS**: But, Daddy, don't you think it's rather a silly tradition? You know I fence better than any of the boys in Middlefield. Couldn't we tie up the prince for the dragon to carry off - and then I could go and kill the dragon and rescue the Prince?

**KING**: The very idea! The Princess rescue the Prince? I realize you're handy with a sword, my dear but surely ...

**PRINCESS**: But think, Daddy. Wouldn't I be much safer with a sword in my hand? That way, if something terrible happens to the prince, I'll still be able to ...

**KING**. Now listen my daughter. The day your mother turned sixteen, her father tied her to a rock. At dawn, the dragon came - a fierce beast fifty feet in length with iron scales and teeth as sharp as knives. It swooped down, plucked your mother from the stone, and flew off to its cave. I can still hear your dear mother screaming in terror. Well, I followed the dreadful beast back to its lair and I fought. I **parried**; I **thrusted**; I advanced until it had nowhere to go. Then I raised my sword and ...


**PRINCESS**. Where was Mother all this time?

**KING**. In the cave, of course, crying and wailing.

**PRINCESS**. But don't you see, Daddy, I don't want to just cry and wail and wait to be rescued. I want to do the rescuing myself.

**KING**. Since the beginning of time, Princes have been rescuing Princesses from dragons, and Princes will continue to rescue Princesses from dragons until there are no dragons left in the world. And on Sunday, you will become part of that grand tradition. And I don't want to hear another word about it. *(King Exits)*

**PRINCESS**. I will fight that dragon. If I can't have a sword, I'll wrestle it with my bare hands. Tradition, indeed!



# Scene Questions

**Describe the Princess using adjectives:**

**What does the Princess want? Why does she want it?**

**Describe the King using adjectives:**

**What does the King want? Why does he want it?**





# Activity: Comparison

*The Last of the Dragons* draws its themes and story from various fairy tales and myths from different cultures. One such myth is the myth of Andromeda from Greek Mythology. Read the myth of Andromeda written by Britannica Kids below.

## The Myth of Andromeda

"Andromeda is one of the constellations that was known in ancient times. In ancient Greek mythology, Andromeda was the daughter of King Cepheus and Queen Cassiopeia. In one version of the story, Queen Cassiopeia bragged that she was more beautiful than the sea nymphs, the Nereids, who were daughters of a sea god. To punish the queen the Nereids sent a monster to attack the coast of her kingdom. When King Cepheus' subjects appealed to him for help, he consulted the Oracle of Ammon for advice. Cepheus was told to sacrifice his daughter, Andromeda, to the sea monster. He chained her to a rock and left her to be attacked by the monster. Fortunately, the hero Perseus saw Andromeda and killed the sea monster. His reward was to marry Andromeda. Athena later placed the image of Andromeda in the sky. Cassiopeia, Cepheus, Cetus (the sea monster), and Perseus were also made into constellations." - *Britannica Kids*

## Comparison Conversation

After reading or watching *The Last of the Dragons*, guide your class in a discussion comparing the two stories. How are the stories similar? How are they different? The story *The Last of the Dragons* is adapted from was originally written in 1925 in England, and the Andromeda myth was from Ancient Greece. Discuss how the different cultures these stories come from influence their differences.





# \* Activity: Create it!

*The Last of the Dragons* features a puppet of the dragon, who eventually becomes the pet of the Princess and Prince. Make your own sock puppet dragon pet! *Craft found online at the Activity Village.*

## You will need:

- A red sock
- Red craft foam
- Scraps of red, yellow and orange craft foam
- Red glitter glue
- Fabric glue
- Wiggle eyes
- Fabric pen



## Instructions:

- Cut two wings and a tail from red craft foam. Decorate with glitter glue.
- Put the sock over your hand and mark where you want the eyes, wings and tail to go. Now lay the sock flat and glue on the tail, wings and eyes.
- While this is drying make your flames by cutting out a flame shape from yellow foam, a slightly smaller one from orange foam and an even smaller one from yellow foam. Glue them together in a pile.
- Put on the sock puppet, using your thumb as the lower part of the mouth, and mark where the flames will go.
- Take off the puppet and glue on the flames. These will need to face the back of the sock so that they turn the right way around when you put in your thumb. See photo for clarification.





# Sources and Academic Standards

## Sources

Sock puppet craft instructions and photos provided from the Activity Village:

“Sock Puppet Dragon Craft.” Activity Village, [www.activityvillage.co.uk/sock-puppet-dragon-craft](http://www.activityvillage.co.uk/sock-puppet-dragon-craft). Accessed May 2023.

The Myth of Andromeda provided by Britannica Kids:

“Andromeda.” Britannica Kids, [kids.britannica.com/kids/article/Andromeda/477511](https://kids.britannica.com/kids/article/Andromeda/477511). Accessed May 2023.

Description and Scene Cutting from The Last of the Dragons:

Walter, Kristen. "The Last of the Dragons". Concord Theatricals. 2010

## Michigan K-12 Academic Standards (4th Grade)

- ART.T.I.4.1 Create and demonstrate vocal expression to support the playing of a character.
- ART.T.II.4.2 Perform dialogue from a story to show different interpretations.
- ART.T.II.4.3 Create simple scenery, costumes, sound, and props in the dramatic process.
- ART.T.III.4.1 Analyze the characters and setting.
- ART.T.III.4.6 Analyze the character’s wants and needs
- RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.