



MONARCHS WHO SHAPED HISTORY:
**KING LUDWIG II
OF BAVARIA**

6 GERMAN CLASSROOM LESSON PLANS BASED ON AP
GERMAN LANGUAGE & CULTURE COURSE THEMES



TABLE OF CONTENTS

- 3** Foreword
- 4** About the Author
- 5** Introduction to Foreign Language Instruction and AP German Language & Culture Course Themes
- 6** 6 Lesson Plans to Explore the Life and Impact of King Ludwig II
 - 7** Lesson 1: Beauty and Aesthetics
 - 8** Lesson 2: Contemporary Life
 - 9** Lesson 3: Families and Communities
 - 10** Lesson 4: Global Challenges
 - 11** Lesson 5: Personal and Public Identities
 - 12** Lesson 6: Science and Technology
- 13** Conclusion

CONTACT US

General Information

For group leaders or schools:

800-888-ACIS / info@acis.com

FOREWORD

MONARCHS WHO SHAPED HISTORY: KING LUDWIG II OF BAVARIA

This guide is for German teachers who wish to make their language instruction and cultural lessons about the target language come alive through virtual tourism in the world language classroom. These lesson plans could be used in preparation for future travel with students or in lieu of travel for those students or teachers who are unable to do so.

The lesson plans are designed for high school students, and are written to correspond to the six themes making up the AP German Language and Culture:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

The lessons can be equally valuable if your students are not taking the AP exam.

The lessons can be conducted in either or German or in English. Feel free to adapt activities to use with either individuals or groups of students.



ABOUT THE AUTHOR

SUSAN BRAUN



Susan Braun taught public school in Indiana for eight years before taking a break to raise her own children. She has taught studies about King Ludwig to students, both during the regular school year and during summer enrichment sessions. She was awarded a Lilly Endowment Teacher Creativity Fellowship and a National Endowment for the Humanities Summer Study Scholarship, and used both to study European royalty while visiting sites in Germany and England.

Susan has a B.A. in Retail Management from Indiana University, and a M.S. in Education from the University of Alabama. She is the author of "*Not So Happily Ever After: The Tale of King Ludwig II.*"

Email: sjbraun@hotmail.com



INTRODUCTION TO FOREIGN LANGUAGE INSTRUCTION AND AP GERMAN LANGUAGE & CULTURE COURSE THEMES

The following high school virtual tourism lesson plans for the study of Germany's King Ludwig are planned for learning and thinking around the six course themes making up the AP Germany Language & Culture exam. These themes are broad enough to apply equally well for students who are not in an AP German class.

These lesson plans will assist students to engage in the three types of communication recommended by ACTFL standards:

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

The AP German Language & Culture course is structured around 6 themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture, and promote the use of the language in a variety of contexts. The themes may be combined, as they are interrelated.

6 LESSON PLANS TO EXPLORE THE LIFE AND IMPACT OF KING LUDWIG II

KING LUDWIG II

Ludwig II, King of the southern German Kingdom of Bavaria from 1864 until his death in 1886, was Germany's most famous king. While his eccentric habits made him a poor politician and leader, his penchant for building castles has resulted in some of Germany's most popular tourist attractions. His life and creations provide ample material for German students to use the German language to explore AP German Language and Culture themes in interpersonal, interpretive, and presentational communication.



LESSON 1: BEAUTY AND AESTHETICS

1. Students will view the interior and exterior of Hohenschwangau, the castle where Ludwig II grew up: <https://www.hohenschwangau.de/en/hohenschwangau-castle>
They can then take a virtual tour of Neuschwanstein, the castle Ludwig built within walking distance of Hohenschwangau: <http://www.neuschwanstein.de/englisch/palace/tour.htm>
(Note that students may work either independently or in groups, and that virtual tour of Neuschwanstein is available in German or English)
2. Students can discuss the similarities and differences they see in the architectural styles of the two castles. In what ways did Ludwig copy the style of the castle where he grew up when he designed Neuschwanstein? In what ways is Neuschwanstein different?
3. After discussing the architectural styles of the castles, students can move into a discussion of the castles' interiors. Both feature many murals.
4. As homework, assign each student (or each group of students) one of the fables depicted in murals at the castles. Students can research these fables, which depict various German and Nordic legends. How did Ludwig's fascination with these German folk heroes influence his castles? How did it possibly influence his ruling philosophy?
5. The next day, students can make brief presentations. Teacher leads a discussion of the murals inside the two castles, prompting students to make connections among the fables depicted and their influence in Ludwig's life and reign.



Interior of Hohenschwangau

LESSON 2: CONTEMPORARY LIFE

1. Students will read a brief biography of King Ludwig II online (bio may be read in either English or German): <http://www.neuschwanstein.de/englisch/ludwig/biography.htm>
2. Lead students in a class discussion brainstorming ways that Ludwig II is still having an influence on contemporary German life, through his castles, his musical/artistic legacy, and more. Each group or individual can put together a presentation on one of these areas. Devote a class session to these presentations, and afterwards discuss the connections students make between the various disciplines.
3. Ludwig loved the arts (architecture, music, art) much more than he loved ruling. Discuss his affection for **Beauty and Aesthetics**, and explore the idea that these have become his legacy into contemporary German life.
4. In Ludwig's castles, how does the artwork used both challenge and reflect cultural perspectives? Students can write brief papers exploring this question.



Linderhof Castle

LESSON 3:

FAMILIES AND COMMUNITIES

1. Students can review Ludwig's life through this brief biography: <http://www.neuschwanstein.de/englisch/ludwig/biography.htm>
2. Building on Lesson 2 and Ludwig's influence on **Contemporary Life**, in this lesson students will reflect on Ludwig's influence on German families and communities during his reign.
3. Encourage students to note ways that the king influenced Bavarian life during his reign (examples might be the affection that Bavarians showed for their king, as well as the impact on Bavaria of having a monarch who was largely removed from political affairs). In groups or individually, they can write a paper on these influences that occurred in the 1800s.
4. Follow up these presentations with a group discussion comparing Ludwig's influence on German **Families and Communities** during his reign with his influence on current German life.
5. Ludwig's family faced several mental health challenges. His parents were distantly related, and his brother Otto was institutionalized for much of his life. Some feel that Ludwig himself suffered from some mental health issues. Students may wish to research mental health in the 19th century and how those issues are viewed differently today. A related topic is that marriage between relatives was encouraged among royalty at that time. How has this community standard changed?



*Ludwig II and fiancé (for a brief time),
Sophie – a distant cousin.*

LESSON 4: GLOBAL CHALLENGES

1. Students can prepare for the lesson by reading a concise history of Germany and Bavaria specifically. <https://www.bavarikon.de/object/>
2. Bavaria was a German state from 1805 until 1918. During Ludwig's reign, Germany underwent many changes and was a participant in various wars. Guide students in creating, either individually or in groups, an outline of German political events during this time period.
3. As a class, discuss how Ludwig's disinterest in political issues affected Bavaria's place within 19th century Germany. How might Bavaria have fared with a stronger leader? Students may write a "what if" paper considering other possible outcomes for Bavaria with another ruler.
4. Bavarian political elites during Ludwig's reign were upset over the king's use of funds to build his castles. Yet today, these castles are a large source of income for Bavaria. Discuss the politics of King Ludwig's reign, comparing the pros and cons of the economic issues he highlighted.



Bavarian military uniforms, 1870.

LESSON 5:

PERSONAL AND PUBLIC IDENTITIES

1. Students can review Ludwig's life through this brief biography: <http://www.neuschwanstein.de/englisch/ludwig/biography.htm>
2. King Ludwig II is probably the German king best-known to others around the world. His eccentric behavior and buildings have become the basis for several aspects of German identity (specifically that of the Bavarian region). In groups, students can discuss and make lists of Ludwig-related things that contribute to Germany's national identity.
3. Stereotypes are one aspect of national identity. Create a homework assignment asking students to list stereotypes of Germans -- if they are stumped, this article may get them started: <http://www.fluentu.com/german/blog/german-stereotypes>

Can they connect any of these stereotypes to Ludwig and/or his castles?

4. Lead a classroom discussion on some of Ludwig's behaviors that we see as eccentric. Are there some of these that may have been considered typical during his lifetime, in the period from 1840-1890? Can the historical time in which one lives influence one's social acceptance? How would a leader with Ludwig's behavior and personality be viewed today?



Der Volksfestumzug 2012 in Vilshofen an der Donau.

LESSON 6:

SCIENCE AND TECHNOLOGY

1. While Ludwig loved the arts, he also made use of much science and technology, especially in the construction of his castles. Instruct students to use online resources to search out examples of the top-of-the-line (for its day) technology used in each of his castles: Neuschwanstein, Linderhof, and Herrenchiemsee.
2. Instruct students to create outlines from the information they discover.
3. Using these outlines, students can write a compare and contrast five-paragraph paper comparing and contrasting how technology was implemented in Ludwig's three castles. This is excellent practice for the presentational writing portion of the AP Germany Language and Culture test.
4. Ludwig has been compared to Walt Disney, in part because of his early adoption of technological advances. Students can prepare dialogue for a skit introducing the two men to each other (this may be done in German). Groups can perform these skits for the class.



CONCLUSION

Having researched King Ludwig II's life and castles, your students are probably anxious to actually see the places where the king lived. There is no better activity to solidify learning than a visit to the places they have spent time studying. Additionally, fluency in a foreign language improves at a rapid pace when one travels and lives with native speakers. Travel makes a lifelong impact on students and teachers alike, bringing culture and language to life in a vibrant way.

Whether in person or via virtual tourism, we hope you and your students enjoy learning more about Germany's most fascinating monarch!



EXPERIENCE *THE WORLD* BEYOND THE CLASSROOM!



**WANT TO EXPOSE YOUR STUDENTS TO OPPORTUNITIES FOR EXPERIENTIAL
LEARNING ACROSS THE GLOBE?**



[DOWNLOAD OUR 2021-2022 CATALOG](#)

TO BROWSE OVER 200 EDUCATIONAL TRAVEL EXCURSIONS ALL OVER THE WORLD.



www.acis.com