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Study Guide for *Band of Brothers* – Episode 2: Day of Days

INTRO: *Band of Brothers* is a ten-part video series dramatizing the history of one company of American paratroopers in World War Two—E Company, 506th Regiment, 101st Airborne, known as “Easy Company.” Although the company’s first experience in real combat did not come until June 1944 (D-Day), this exemplary group fought in some of the war’s most harrowing battles. *Band of Brothers* depicts not only the heroism of their exploits but also the extraordinary bond among men formed in the crucible of war.

The second episode focuses on the Normandy invasion and Easy Company’s assignment to take out a German artillery installation. On June 6, 1944, thousands of Allied paratroopers dropped from the sky to begin one of the most audacious military campaigns of the war—and one of the most crucial. However, careful planning notwithstanding, most of the members of Easy Company miss their designated drop zones and had to begin the invasion by dealing with their extreme disorientation (heightened for many by the anti-nausea medication the soldiers were instructed to take). With Richard Winters as the company’s commanding officer, Easy Company successfully executes its first assignment in the field, destroying a German artillery installation firing on Allied infantry trying to come ashore.

CURRICULUM LINKS: *Band of Brothers* can be used in history classes.

NOTE TO EDUCATORS: *Band of Brothers* is appropriate as a supplement to units on World War Two, not as a substitute for material providing a more general explanation of the war’s causes, effects, and greater historical significance. As with war itself, it contains graphic violence and language; it is not for the squeamish. Mature senior high school students, however, will find in it a powerful evocation of the challenges of war and the experience of U.S. soldiers in the final phase of the European theatre.

STANDARDS: *Band of Brothers* fulfills the following National Standards for History for grades 5-12: chronological thinking, historical comprehension, historical analysis and interpretations.

PRE-VIEWING ACTIVITIES:

Band of Brothers is a compelling story which reveals a great deal about World War Two. However, as it is the story of one U.S. Army company, it reflects only a few of the war’s many facets. Topics such as the war’s origins, the prosecution of the war up to 1943, the Pacific Theater, the Final Solution are beyond its scope. To put *Band of Brothers* in historical context, review a timeline of the entire war. Students should be able to answer questions such as: When did the war begin? When did the United States enter the conflict? What were the war’s major causes and what major events led up to the start of military hostilities? Who were the belligerents



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and what were they fighting for (or against)? What was the Holocaust and how was it part of the war as a whole? What was D-Day and what was its significance in the war's progression? How and when did the war end in Europe and in Asia?

CRITICAL VIEWING QUESTIONS:

1. What challenges did the paratroops face in the Normandy invasion? How did they deal with those challenges?
2. When soldiers lost weapons and/or supplies during the air drop, how did they respond?
3. When Lieutenant Spiers offers cigarettes to German prisoners and then shoots them, why didn't any of the G.I.'s say anything?
4. Why didn't Winters show much enthusiasm when he learned that the map he had found contained important information about the location of German gun placement throughout Normandy?
5. What were the main themes of this episode?

ADVANCED VIEWING QUESTIONS:

1. One of the biggest challenges soldiers faced was planning and decision-making in the moment of battle. Why was this so difficult? What could soldiers do to make the most effective plans and decisions possible?
2. *Band of Brothers* adapts a book by the historian Stephen Ambrose, based on interviews and scholarly research. How does it affect our understanding of the past to experience it through a dramatic reenactment? Does it matter that the words spoken by the actors were written as dramatic dialogue and do not come from the historical record? What's the difference between something that is *historical* and a *work of history*? In what ways are the goals and needs of filmmakers different from those of people who write history books?
3. There are almost no women in *Band of Brothers*. Women, however, were affected by World War Two as much as men were. American women worked in the war industries in the United States and hundreds of thousands served in the women's divisions of the U.S. armed forces. What is the effect of focusing on the war as essentially a contest fought by male military combatants? What aspects of the war does this leave out?
4. Why do World War Two stories enjoy such widespread popularity—in books, movies, public commemorations? What does this tell us about the war, and what does it tell us about our own times?
5. *Band of Brothers* is not a documentary. It was made as a work of dramatic entertainment. The story—and it *is* a story—depicts handsome, earnest young men who face daunting challenges and bravely achieve great victories. Does *Band of Brothers* romanticize the story of Easy Company? Does it romanticize World War Two, or war in general? Is it significant that The History Channel's on-air broadcast of *Band of Brothers* was sponsored by the U.S. Army?



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NAMES:

Richard Winters
Lewis Nixon
Herbert Sobel
Donald Malarkey
Lynn "Buck" Compton
William Guarnere
Joseph Liebgott
Edward "Babe" Heffron
Joseph Toye
Joseph Ramirez
Darrell "Shifty" Powers
Frank Perconte
Ronald Speirs
Col. Robert Sink

EXTENDED ACTIVITIES:

Sending and receiving letters was one of the most important ways soldiers coped with the loneliness and fear of war and with the pain of missing loved ones. For historians, such letters mix personal stories with important firsthand accounts of the war's major (and minor) developments. Imagine you were a paratrooper in Easy Company; write a letter (or several) to a loved one back home, describing your experience during and after D-Day.

RESOURCES - WEBSITES:

<http://www.hbo.com/band/landing/currahee.html> - HBO.com's Band of Brothers website
<http://www.yale.edu/lawweb/avalon/wwii/wwii.htm> - World War Two Documents: The Avalon Project of the Yale Law School
http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html - Powers of Persuasion: Poster Art of World War II – On-line Educational Program of the National Archives

RESOURCES - BOOKS:

Stephen E. Ambrose, *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest* (New York, 1992)
David Kennedy, *Freedom from Fear: The American People in Depression and War, 1929-1945* (1999)
John Keegan, *Six Armies in Normandy: From D-Day to the Liberation of Paris, June 6-August 25, 1944* (1982)