



**THE HISTORY CHANNEL.**



### **Study Guide for *Band of Brothers* – Episode 3: *Carentan***

**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, 506<sup>th</sup> Regiment, 101<sup>st</sup> 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 third episode begins two days after D-Day, with Easy Company sent to take the French town of Carentan. One soldier in particular, Pvt. Albert Blithe, struggles to adjust to the violence, carnage, and disorientation of combat, and so great is his shock that for a time he suffers a loss of vision. Blithe’s struggle to adjust—to become a soldier—is one of the main themes running through this episode. Eventually, after thirty-six days in Normandy, Easy Company is sent back to England, but in short stead they are ordered to move out again.

**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 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?



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### CRITICAL VIEWING QUESTIONS:

1. What was Carentan and why was it important?
2. When Blithe confesses that he hid on D-Day rather than fight, Lt. Speirs says the following to him: “We’re all scared. You hid in that ditch because you think there’s still hope. The only hope you have is to accept the fact that you’re already dead. And the sooner you accept that, the sooner you’ll be able to function as a soldier’s supposed to function: without mercy, without compassion, without remorse. All war depends upon it.” How would you describe Lt. Speirs? Do you agree with his statement? Do you think others in the company would have?
3. After Blithe shoots the German soldier, he inspects the corpse and takes something from it. What is it? Why does he take this?
4. Describe what you think Blithe was thinking and feeling when he was in the hospital. What did you think the expression on his face indicated?
5. Towards the end of the episode, what was the significance of the commanding officer telling the men they should make sure they have a will?
6. What were the main themes of this episode?

### ADVANCED VIEWING QUESTIONS:

1. Do you think there was a correspondence between being a good soldier and surviving (or being a bad soldier and getting killed)? Why or why not?
2. Many people who watch *Band of Brothers* find it difficult to keep all of the characters straight (at least in the beginning). What effect does this have on the narrative? What does this imply about the relationship between the individual and the group?
3. *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?
4. 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?
5. 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?
6. *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 this program 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  
Albert Blithe  
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 member of Easy Company; write a letter (or several) to a loved one back home, describing your experience during and after the attack on Carentan.

**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](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, 506<sup>th</sup> Regiment, 101<sup>st</sup> 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)