

## **What did people see at Cable Street, and how can historians know what happened?**

As instructed by your teacher, work through this worksheet in pairs, each person completing their own worksheet. Discuss each question before writing your answers.

### **Task 1: Mapping the Battle**

1. Why was Aldgate important?
  
  
  
  
  
  
  
  
  
2. Why was Cable Street easy to block?
  
  
  
  
  
  
  
  
  
3. How did geography help protesters?

### **Task 2: Who was there?**

Use the Information Sheet and add the numbers of each group that were present on the day.

- Fascists:
  
  
  
  
  
- Police:
  
  
  
  
  
- Anti-fascists:

Why are the numbers not more accurate?

### **Task 3: Source Investigation – Reg Weston**

Read Source A and highlight:

- What people were feeling.
- Evidence of organisation.
- Evidence of community involvement.

Use the source to answer these questions:

1. Why do you think people came onto the streets?
2. What emotions are described?
3. What can an eyewitness tell us that a textbook cannot?

### **Task 4: Source Investigation – Joe Jacobs**

Read Source B and answer the questions below.

1. What evidence is there that the Communist Party seems to be organised?
2. What actions are described?
3. What emotions are evident?
4. Summarize how Joe Jacobs portrays events?

### **Task 5: Other Voices**

Using Sources C – G answer the questions below. Be ready to feedback with evidence.

1. What was the atmosphere like on the day? Did people expect violence?
2. Is there evidence that young people were politically active, even though they could not vote?
3. Who were protestors mainly in conflict with? Does this surprise you?
4. What can we learn about the range of people involved in the protests?
5. What does the building of barricades tell us about the involvement of the local community?

### **Task 6: Newsreel**

Whilst watching the film clip note down anything relevant in answer to the questions below.

1. Are there any details that appear in the newsreel which were not in written accounts you have seen?
2. Which source seems most convincing? Why?
3. Any other points of interest?

### **Task 7: The BUF Perspective**

In your pairs, complete Task 7 using Sources H – K. You might want to divide the sources between you and then share information. Remember to provide evidence in your answers.

1. What was the atmosphere like amongst the BUF?
2. How would you describe the fascists attitude to violence?
3. According to the sources, what did the fascists think about the day of the march?
4. What other points of interest can you take from these sources?

### **Task 8: The Police Perspective**

In your pairs, complete Task 8 using the report from Sir Phillip Game and the information about Bill Fishman on your Information Sheet. Again, consider dividing the tasks between you.

1. What were police trying to achieve?
2. Why did protesters become angry with police?

3. Why might police officers describe the day differently from protesters?
4. What do you notice about the number of arrests and who was arrested?
5. Do the numbers of arrests show whose side the police might have been on?

### **Task 9: Newspaper Reporting**

Study the newspaper reports shown on the PowerPoint and read the information about each of the newspapers on your Information Sheet, then answer the questions below. Remember to explain your answers.

1. Which headline sounds victorious? How so?
2. Which sounds defensive? How so?
3. Did everybody interpret the day in the same way? Why not?

### **Task 10: Reaching a conclusion**

You have looked at a wide range of evidence from a variety of perspectives, so how confident can you be about what actually happened during the Battle of Cable Street? Complete the statements below, providing some evidence for what you write after each one.

- We know...
- We think...
- We cannot be certain about...

### Task 11

You are going to hear a song called “Cable Street”. It was recorded in 2019 by the folk trio The Young’uns as part of their stage show *The Ballad of Johnny Longstaff*. The voice you will hear in the song is that of Johnny Longstaff, an anti-fascist who was at Cable Street and later fought in the Spain against Franco’s fascists, aged just 17.

As you listen, make notes on anything that you hear which you *already* had knowledge of (so this is further support for that knowledge). Also, make notes of anything that you *did not* already know (so demonstrating that historians can always find out new information).

**Things I already knew:**

**New information:**