

SOCKEYE SPECIAL STORIES



Inventory Check List

In ✓	Out ✓	Item	Description
		Teacher's Guide	1
		Cotton Gloves	6 pairs
		Objects: Layer #1	
		Book: The Sockeye Special	1
		Conductor Hat (peak-a-boo)	Positioned in Layer # 2 (peak-a-boo to Layer 1)
		Conductor Vest and Hat	1 set
		Motorman Vest and Hat	1 set
		Objects: Layer #2	
		Conductor Hat	1
		Cow Bell	1
		Jingle bells	1 Bag – 30 bells
		Fishing Float	1
		Coin Changer	1
		Objects: Layer #3	
		Steveston Tram Tickets	30
		Fake Peanuts	2 packages
		Peanut Bags	30
		Horseshoe	1
		Railway Spike	1
		Dice	20
		Pocket watch	2 (each comes with a box)
		Suitcase Side Panel	
		Chutes and Ladders	12
		Wrigley's Map of Greater Vancouver	1
		City of Richmond Archives, Photograph #1999 4 3 997	1
		City of Richmond Archives, Photograph #1999 4 3 1373	1
		City of Richmond Archives, Photograph #1999 4 1 267	1
		City of Richmond Archives, Photograph #1988 37 39	1
		City of Richmond Archives, Photograph #1978 34 40	1
		City of Richmond Archives, Photograph #1978 21 28	1
		City of Richmond Archives, Photograph #1999 4 2 21	1
		City of Richmond Archives, Photograph #1985 39 147	1
		City of Richmond Archives, Photograph #1987 92 1	1
		City of Richmond Archives, Photograph #1999 4 2 5	1

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Introduction

Introduction

The Sockeye Special Interurban Tram operated from 1905 through 1958 from Vancouver to Steveston. In the early days of operation, most passengers were Steveston cannery workers. In the canneries, the workers canned sockeye salmon for shipping worldwide. The Lulu Island's Steveston tram line became known as the 'Sockeye Special.' The Interurban Tram had an integral part of Lulu Island's transportation, business, and social life. The Sockeye Special Stories education kit offers students an opportunity to learn about the history of the tram through story, drama, and constructive play.



64th Avenue, October 1951 – Richmond Archives Collection Part Of: Ted Clark fonds 1999 4 3 1373

About This Kit

The Sockeye Special Stories education kit offers students glimpses into Richmond's transportation history to discover what ways the Interurban Trams built 'community' for people and their families. For example, the Sockeye Special conductors and motormen had a role in the community for ensuring students arrived safely to school, Steveston cannery workers arrived on time, delivering farmers milk and produce to markets, making fresh water available and providing transportation for people to socialize and access entertainment.

The teachers guide includes background information about the history of Richmond, general teaching concepts and frameworks, and a complete unit plan made up of six lesson plans including Black Line Master (BLM).

Students learn how to tell the Sockeye Special Stories in three parts, the beginning, middle, and end. By using historical photographs, artefacts, and drama creative expression.

Students learn about:

1. **Lesson 1: Early transportation** – Students learn how transportation changed in Richmond over time.
2. **Lesson 2: The Sockeye Special Family** - Students are introduced to the conductor's role in the community.
3. **Lesson 3: The Peanut Special** - Students understand the tram's historical significance in providing transportation for people to socialize and access entertainment.
4. **Lesson 4: Dairy Farmer's Delivery** - Students identify how the Interurban Tram helped dairy farmers and people living on Lulu Island to access transportation to deliver products and receive drinking water.
5. **Lesson 5: Going to the Races** - Students can understand the historical significance of special events in Richmond's history.
6. **Lesson 6: Rails to Rubber** - Students can understand the diverse perspectives about the events that led to the end of the Sockeye Special.

The kit provides all the materials needed to deliver each lesson in the teacher's guide, plus supplemental materials that may be of interest to the teacher and students.

Historical Background

History of the Interurban Tram

The rail line on Lulu Island was built and owned by the Canadian Pacific Railway in 1902, which began running freight and passenger steam trains. In 1905, the CPR leased the line to the BC Electric Railway Company (BCER), who electrified the line, and three Interurbans began running between Steveston and Vancouver.

In 1913, BCER responded to an increase in demand for Lulu Island services by buying 28 additional trams from the St. Louis Car Company in Missouri. Among these was Car 1220, which is the largest artefact in the Richmond Museum's collection. Over the coming years, the Interurban line contributed to Richmond's city center's development. The Interurbans and the people who worked on them became an essential and cherished part of the community.

Unfortunately, the Interurbans could not survive the post-war prosperity that led to an explosion in the number of automobiles on the roads and an expansion of new suburbs not serviced by rail. On February 28, 1958, the final Interurban ride between Marpole and Steveston marked the end of a classic era for the Richmond community and transportation history in BC.



Steveston Tram Museum

Of the 28 original 1200 class tramcars, five survive today, including Car 1220 at Steveston. The other four surviving "sister" tramcars are 1223 located at Burnaby Village Museum, 1225 at Surrey operated by the Fraser Valley Heritage Railway Society, 1231 in storage at False Creek in Vancouver, 1235 is in a museum in Ottawa.

In 2016, the Interurban Tram 1220 underwent a restoration that took almost three years. The Steveston Tram is located at 4011 Moncton Street, Steveston in Richmond, British Columbia.

Teaching Strategies

Historical Thinking Concepts

The Historical Thinking Project. www.historicalthinking.ca

The Historical Thinking Project is designed to shift how teachers teach and students learn about history. This approach fosters new ways to approach history through historical thinking, which is a method of history instruction based on recent international research on history learning and current BC social studies curriculum trends.

Historical thinking is closely tied to how students learn science or math and a departure from the memorization of facts and dates. Students are introduced to concepts and instructions that build upon one another, with the goal being that students become competent thinkers in that subject area as they progress. This follows the same creative process that historians experience. However, there are many challenges in “knowing” the past, and the Historical Thinking Project has developed a framework of six historical thinking concepts:

1. **Historical Significance:** How do we decide what is important to learn about in the past?
2. **Evidence:** How do we know what we know about the past?
3. **Continuity and Change:** How can we make sense of the complex flows of history?
4. **Cause and Consequence:** Why do events happen and what are their impacts?
5. **Historical Perspectives:** How can we better understand the people of the past?
6. **The Ethical Dimension:** How can history help us live in the present?

Historical Perspectives

This kit will focus on *Historical Perspectives* although most of the other concepts can be applied in one way or another. This concept suggests that there are a variety of factors—intellectual, cultural, social, and emotional—that have shaped peoples’ lives and prompted their actions in the past. Understanding the complexity of this is the key to understanding historical perspectives.

Guideposts to Historical Perspectives:

Guidepost 1: An ocean of difference can lie between current worldviews (beliefs, values, and motivations) and those of earlier periods of history.

Guidepost 2: It is important to avoid presentism—the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experience of historical actors.

Guidepost 3: The perspectives of historical actors are best understood by considering their historical context.

Guidepost 4: Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are based on evidence.

Guidepost 5: Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

Source: The Big Six Historical Thinking Concepts by Peter Seixas and Tom Morton. Nelson Education. 2013.

Object or Artefact Based Learning

Benefits of using real objects in learning

- They provide a direct link with a topic or ‘the past’ and can really enhance young people’s interest in and understanding of a topic/subject.
- They encourage young people to use all their senses – especially touch, sight and smell.
- They help to develop the important skill of drawing conclusions based on an examination of evidence, together with an understanding of the limitations and reliability of evidence.
- They are ideal for generating group and class discussion.
- They promote the value of museums and encourage young people to visit museums and galleries with their families to further their learning.

Source: UCL Introduction to object-based learning. www.ucl.ac.uk/museums/learning-resources/object-based-learning

Framework for Investigating Objects

These questions can help guide students through analyzing objects. This can be done as a class discussion, small group discussion, or as individual worksheets. Ultimately, they should be able to frame their own questions and set about answering them.

History

- Who made it? When? Why? Who has owned it? Has it changed since it was made?
- Is there a story to go along with it and what is the story?

Physical Features

- What is it made of? Describe its shape, size, weight, smell and sound. Is there writing on it?
- Is this a complete object or is it a part of a bigger object?

Construction

- What was it made of? Would it have required special skills or tools to make?
- Could you make one yourself?

Function

- What was it made to do? Does it have a practical function? Is it a toy? A decoration?

Design

- Does it do what it is supposed to do? How well?
- Has the design of similar objects changed or stayed the same over time?

Value

- What is its monetary worth? Who would find it valuable? Has its value changed?
- Does it have sentimental value?

What is an Artefact?

An artefact is an object made by a human being and is of historical interest or significance. Artefacts must be handled carefully, usually only by the museum curator, who wears special gloves and follows specific techniques. The education kit contains objects that are part of the education collection of Richmond, which is why they can be used in the classroom and handled without gloves. Students are expected to handle these objects with care.

How to Handle Artefacts

The following are examples of rules followed by museum personnel when handling artefacts. Please go over them with your students before handling the artefacts:

General Rules

- Notify museum staff immediately of any loss or damage.
- Always use gloves when handling artefacts.
- Cleanliness is essential: do not drink or eat around artefacts.
- Do not use pens or sharp objects around artefacts.

Before you pick up an object

- Are your hands clean?
- Are you wearing any jewelry that could damage the object?
- Examine the object carefully — be aware of any weaknesses or repairs

When you pick up an object

- Use both hands.
- Never pick it up by the handle, rim or a projecting part.
- Pick it up by its most solid component.
- Handle only one object at a time.
- Never leave artefacts unattended or unsecured.

When you are finished with the objects

- Store artefacts in their places in the kit.
- Please store the objects so that they are not leaning against one another or placed on top.

Unit Plan

This unit plan is structured for six lesson plans that instruct students to create vignettes based on Sockeye Special Stories themes.

BLM refers to Blackline Masters at the back of this teacher's guide.

Social Studies K

Core Competencies: Communication – Thinking – Personal Social

Big Idea: Our communities are diverse and made of individuals who have a lot in common.

Curriculum Competency: Explain the significance of personal or local events, objects, people, or places (significance).

Content: Students will know a variety of people, places, and events in the local community, and in First Peoples communities.

Arts Education K

Core Competencies: Communication – Thinking – Personal Social

Big Idea: People create art to express who they are as individuals and in the community.

Curriculum Competency: Exploring and creating artistic expressions of themselves and community through creative processes.

Communicating and Documenting: Express feelings, ideas, stories, observations, and experiences through the arts.

Reasoning and Reflecting: Reflect on creative processes and make connections to other experiences.

Content: Students will know a variety of dramatic forms.

First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.

Lesson 1: Early Transportation

Learning Objectives

- Students will be able to describe how transportation changed in Richmond over time.
- Students will begin to understand (*Historical Thinking Guidepost 1*): An ocean of difference can lie between current worldviews (beliefs, values, and motivations) and those of earlier periods of history.
- Students will develop grouping skills: Gather a group of objects and ask students to sort the objects, for example, by relationship to their historical context.

Classroom Activities

Class Discussion: Introduce students to the transportation history of Richmond by asking students to create a timeline with the photographs.

Brainstorm: The ways people move around. For example, ask students:

- How do you get to school? Do your parents walk you to school, drive or ride bikes?
- How do you think the people living in Richmond moved around in the early days?

Show and Tell: The students the photographs of different types of transportation:

- Fishing Boats
- Horse and Buggy
- Interurban Tram

Create: Make a transportation timeline. Ask the students to place the photographs in order to make the timeline. Ask the students, what mode of transportation was used first, second, third? Match the object with pictures: Set out some of the objects and ask the students to choose an object that goes with the picture. i.e., horseshoe with the horse and buggy; railroad spike with the Interurban Tram; boat with a fishing float.

Class Debrief: Students share one new thing they learned about transportation from the photograph. Encourage students to use the photographs to support their answer.

Resources

Refer to BLM 1 – Early Transportation Vignette

Photographs:

- 1208 BCER Lulu Island Run — [ca. 1947]—*City of Richmond Archives*, Photograph # 1999 4 1 267
- Manoah Steves Dairy Wagon ca 1905—*City of Richmond Archives*, Photograph #1988 37 39
- Fishing Boats—*City of Richmond Archives*, Photograph #1978 34 40

Artefacts:

- Horseshoe, fishing float, railroad spike

Lesson 2: The Sockeye Special Family

Learning Objectives

- Students will be able to understand the conductor's role in the community.
- Students will begin to understand (*Historical Thinking – Historical Significance–Guidepost 2*): Events, people or developments have historical significance if they are revealing – that is shed light on enduring or emerging issues in history or contemporary life.

Classroom Activities

Class Discussion: Introduce the students to the conductor's role in the community.

- The conductor's job is to collect money from passengers, punch the tickets, and make sure the passengers are safe.
- The conductor would take care of the students travelling to school by making sure they arrived safely.
- The motorman's job is to make sure the Interurban Trams and freight trains run on time using the same track or rail line.

Brainstorm: How people in the community can show caring towards other community members.

- What makes a family? Do family members take care of one another?
- Can people that are working or living in a community act like a family by caring for one another?

Show and Tell: Tell the students the story about how the conductor took care of the students while they travelled to school on the Interurban Tram.

Create: Introduce the students to the idea of a vignette play, which is a collection of short scenes on a theme. Brainstorm to create a vignette story with a beginning, a middle and end about how the conductor helped students get to school safely. Ask two students to be the conductor and motorman and provide costumes and objects. Conductor: vest, hat, pocket watch and coin changer. Motorman: vest, hat, and pocket watch.

Class Debrief: Students share one new idea they learned about the role of the conductor's job or what kinds of events or situations occurred on the Interurban Tram.

Resources

Refer to BLM 2 – Tram Stories–The Sockeye Special Family Vignette

Photographs:

- The early Richmond car and crew – *City of Richmond Archives*, Richmond car
- CPR Steveston Station–*City of Richmond Archives*, Photograph #1978 21 28

Artefacts:

- **Conductor:** vest, hat, pocket watch and coin changer
- **Motorman:** vest, hat, pocket watch
- **Students:** Steveston Interurban Tram tickets

Lesson 3: The Peanut Express

Learning Objectives

- Students will be able to understand the tram’s historical significance in providing transportation for people to socialize and access entertainment.
- Students will begin to understand (*Historical Thinking – Historical Significance–Guidepost 3*): The perspectives of historical actors are best understood by considering their historical context.

Classroom Activities

Class Discussion: Introduce the students to the concept of what people do for socialization and entertainment.

Brainstorm: What people do today for socialization and entertainment?

- What does your family do to be social?
- Do you visit other family members or friends?
- What kinds of activities do you do for entertainment? i.e., movies etc.

Show and Tell: Introduce the students to the story about why the Interurban Tram was called the ‘Peanut Special.’

Create: A vignette story about the ‘Peanut Special’ with a beginning, a middle and end about how people travelled on the Interurban Tram to socialize and access entertainment.

Ask two students to be the conductor and motorman and provide costumes and objects. Conductor: vest, hat, pocket watch and coin changer. Motorman: vest, hat, and pocket watch. Ask the rest of the students to be pretend that they are travelling to the movies, opera, or visiting relatives. On the last Interurban Tram of the night the students carry bags of peanuts on board.

Class Debrief: Students share one new idea they learned about the role of the Interurban Tram in providing transportation to people for socialization and entertainment.

Resources

Refer to BLM 3 – Tram Stories – The Peanut Special Vignette

Artefacts:

- **Conductor:** vest, hat, pocket watch, coin changer
- **Motorman:** vest, hat, pocket watch
- **Students:** Bags of (fake) peanuts

Lesson 4: Dairy Farmer's Delivery

Learning Objectives

- Students will be able to identify how the Interurban Tram helped dairy farmers and people in Lulu Island to access transportation and drinking water.
- Students will begin to understand (*Historical Thinking – Historical Significance–Guidepost 4*): Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are based on evidence.

Classroom Activities

Class Discussion: Introduce how the Interurban Tram helped many dairy farmers to transport milk into Vancouver in the early morning. Each night the trams returned their milk cans labeled with their names and filled with spring water from Marpole.

Brainstorm: Why would fresh drinking water be delivered to the people living on Lulu Island?

- Where does your family's water come from?
- How do the water pipes from the mainland connect to Richmond?
- Why would the dairy farmers send their cow's milk to Vancouver?

Show and Tell: Tell the students the story about the 'Dairy Farmers' and why water was such a precious resource for Lulu Island residents. Refer to BLM 5 –Dairy Farmers.

Show the students the picture Manoh Steves Dairy Wagon ca 1905.

Create: A vignette story about the 'Dairy Farmer' with a beginning, a middle and end about how people exchanged milk for water on the Interurban Tram.

Class Debrief: Students share one new idea they learned about the role of the Interurban Tram in providing transportation for the Dairy Farmers.

Resources

Photographs:

- The Sockeye Special Car No. 1220 passing another tram–*City of Richmond Archives*, Photograph # 1999 4 2 21, Ted Clark Fonds
- Lansdowne Racetrack–*City of Richmond Archives*, Photograph #1987 92 1

Artefacts:

- **Conductor:** vest, hat, pocket watch, coin changer
- **Motorman:** vest, hat, pocket watch,
- **Students:** Steveston Interurban Tram tickets

Craft Materials:

- Paper 4 x 3 inches
- Crayons
- Tape
- Straws

Lesson 5: Off to the Races

Learning Objectives

- Students will be able to understand the historical significance of special events in Richmond’s history.
- Students will begin to understand (*Historical Thinking – Historical Significance–Guidepost 5*): Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

Classroom Activities

Class Discussion: Building on the idea of leisure activities introduce the students to the idea that the Interurban Tram was an important link in the transportation system for the two Lulu Island racetracks. The British Columbia Electric Railway ran ‘Racing Specials’ to Minoru and the Lansdowne racetracks.

Brainstorm: What do people do today for socialization and entertainment?

- What does your family do to be social?
- Do you visit other family members or friends?
- What kinds of activities do you do for entertainment? i.e., movies etc. Can people

Show and Tell: Show the students the picture Racing Special. Tell the students the story of the ‘Racing Specials’ and why it was an event in itself riding the Interurban Tram to the racetracks.

Create: A vignette story about people going to the horse races on the ‘Racing Special.’

Ask the students to make props for the flags by giving them a 2” x 4” paper to draw on. Then attach the drawing to a straw.

Ask the rest of the students to be pretend that they are travelling to the horse races on two ‘Racing Special’ trams. Chairs can be arranged for the seating.

Give the students bells to ring while they wave their flags, as they pretend that the trams are racing each other.

Class Debrief: Students share one new idea they learned about the role of the Interurban Tram in providing transportation to people for socialization and entertainment.

Resources

Refer to BLM 4 – Going to the Races Vignette

Photographs:

- J. Thompson’s barn and cattle, 1923–*City of Richmond Archives*, Photograph #1985 39 147

Artefacts:

- Cow bell

Lesson 6: Rails to Rubber

Learning Objectives

- Students will be able to understand the diverse perspectives about the events that led to the end of the Sockeye Special.
- Students will begin to understand (*Historical Thinking – Historical Significance–Guidepost 5*): Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

Classroom Activities

Class Discussion: General Motors devised a business plan called the ‘Rails to Rubber’ campaign to expand automobile sales.

Brainstorm: Why the Interurban Tram stop their services?

- Did people stop riding the Interurban tram?
- Why did people prefer to buy more cars?

Show and Tell: Tell the students the story about the final Sockeye Special service on the Lulu Island line on February 28, 1958. The four-car Interurban Trams including the 1208, 1207, 1231 and 1222 made their last trip from Steveston to Vancouver. The conductor and motorman saluted customers along the route as people waved and cheered the specially decorated trams.

Create: A vignette story about the Interurban Trams last day operating in three parts, beginning, middle, and the end.

Class Debrief: The ‘Sockeye Special’ had a major impact on life and the development of Lulu Island. The Interurban Trams were a very important link in the transportation infrastructure. The trams helped to shape the lives of families as the historic wooden cars rocked and swayed their way by the green farmlands to Steveston and the canneries.

Resources

Refer to BLM 6 – Rails to Rubber Vignette

Photographs:

- The last tram leaving Marpole Station Feb. 28, 1958- *City of Richmond Archives*, BCER Photograph # 1999 4 2 5

Artefacts:

- **Conductor:** vest, hat, pocket watch, coin changer
- **Motorman:** vest, hat, pocket watch
- **Students:** Steveston Interurban Tram tickets

Craft Materials:

- Construction paper
- Scissors
- Tape
- Crayons

Black Line Masters

BLM1: Early Transportation Vignette

Richmond's early transportation began with the Hul'qumi'num speaking First Peoples, such as the Musqueam First Nation. They built permanent villages and temporary camps to hunt, fish and gather berries on the islands. Many Indigenous peoples travelled by canoe from along the Fraser River and Vancouver Island.

When people worldwide began to settle on Lulu and the Sea Islands, they were mostly farmers from Europe and Eastern Canada. There were no roads, so they decided to live along the Fraser River and travelled by boat. The land was very boggy, making it difficult to grow crops, so they had to clear, drain and dyke the ground before building their farms. In the early 1880s, the growing cannery and fishing industries attracted many to Richmond. Many First Nations Peoples worked in the canneries. Chinese men, who originally came from Southern China to British Columbia to build the railway, came to work in the canneries. The Japanese worked mainly as fishermen and boatbuilders. Steveston became the centre of the fishing industry and became known worldwide for its canned salmon. Early residents of Lulu Island contributed to the richness of the cultural community.

The rail line on Lulu Island—built and owned by the Canadian Pacific Railway in 1901—ran freight and passenger steam trains. Thirty hard-working men laid eight miles of track in twenty-two days. The single track stretched across the 15 miles long and five miles wide island across the peat bogs. The company built a railway bridge with a swing span across the Fraser River's north arm, just West of the Oak Street Bridge. In 1913, BCER added 28 tram cars bought from the St. Louis Car Company in Missouri. In 1905, the CPR leased the line to the BC Electric Railway Company (BCER), which electrified the line. The Interurban line contributed to the development of Richmond's city center. The Interurbans and the people who worked on them became an essential and cherished part of the community. The freight and passenger operation serviced canneries and their workers. Plus transporting farmers produce, hay, milk and flour.

Source: www.richmond.ca/discover/about/history.htm

*Source: Hyde (2011). *The Sockeye Special: the story of the Steveston tram and early Lulu Island*.*

BLM 2: The Sockeye Special Family Vignette

Many of the conductors and motormen that worked for the Sockeye Special were members of the Lulu Island community, and they knew the families, children, and grandchildren that were passengers. They took their job seriously and loved their passengers. Everyone knew the trams friendly whistle. People would wake up by the first tram in the morning. Then be ready to catch the next one to their destination. Those were the days when everyone knew each other, and a trip on the tram was like a big family gathering.

The conductor walked through the two or more cars to collect the passengers' fares. In 1902, a return trip from Vancouver to Lulu Island cost \$1.50. Elementary students travelled for free, while secondary students paid full fare. Children as young as five years old travelled on the tram independently. The conductor would take care of them, ensuring they got off at the right stop. A motorman ranked above a conductor.

Detailed time schedules showing the exact arrival time at the 18 station stops between Vancouver and Steveston were posted. To ensure the accuracy of the tram's arrival at each station, an inspector checked the watch of each conductor every six months and noted any change (seconds slow or seconds fast).

When passengers stepped off the tram, and when people were seated, the conductor pulled the signal wire that rang the motorman's area. This signal indicates that it was safe to proceed. There was a telephone connection at every station, and each car carried a portable telephone which they could use along the line.

The Sockeye Special was named the Father and Son Line because seven different crews had a father as a motorman and a son as a conductor. The BCER hired women to work as Electric Guides to sell tickets at the tram stops.

Source: Hyde (2011). The Sockeye Special: the story of the Steveston tram and early Lulu Island.

BLM 3: The Peanut Special Vignette

The Sockeye Special was a social and entertainment opportunity for Lulu Island and Vancouver residents. The trams were the primary transportation source as many could not afford a car. On Friday and Saturday nights, Lulu Island residents would take the Interurban Tram to Vancouver to attend the opera, see a movie or live show at the Pantages or Orpheum, then catch the late Sockeye Special home. People living in Vancouver travelled on the Interurban Tram to Steveston for fun and entertainment at the Steveston Opera House.

The last tram on Saturday night left Davie Street at midnight, and it was the only link back to Richmond. Eventually, someone would stay too late at a dance hall, movie theatre, bowling alley or skating rink and ran down Davie Street just as the tram was pulling out. The conductor would stand outside the tram shouting and waving the last passengers down the street. Those on board cheered as the breathless passengers scrambled on board. The last tram of the evening was nicknamed the ‘Peanut Special’ because people would bring on board bags of peanuts and throw the shells on the floor. The younger motormen working the late shift would travel at full speed with the tram creaking and careening down the track.

Source: Hyde (2011). The Sockeye Special: the story of the Steveston tram and early Lulu Island.

BLM 4: Going to the Races Vignette

Before 1905, the Canadian Pacific Railway (CPR) decorated two “Racing Special” trams for horse racing days at the Minoru and Lansdown racetracks. At 25 miles per hour, the trams ran side by side, with flags flying and bells clanging to distinguish them from the regular trams. On racing days, “Specials” made several trips a day with 300 people on board. The tram was a direct trip to the racetracks. They parked behind the grandstands and clubhouses to be ready for the return trip. Other people arrived by horse-drawn carriages, horseback, or walking for miles along the flat, dusty roads. The horse racing track’s surface created a natural bounce because of the peat and clay soil making it perfect for horses to run smoothly.

The Minoru Racetrack held many historical events:

- On March 25, 1910, the first airplane visits and flight by Charles K. Hamilton flew biplane to Minoru Park. The next day he challenged a horse to a one-mile horse race, but the horse won by ten seconds.
- On May 24, 1913, the first parachute jump in Canada was made into Minoru Park by Charles Saunders.
- In first women in Canada to make a solo flight on July 31, 1913, was Alys McKey Bryant. She had taken flying lessons in 1912.

The Interurban Trams were an essential link to the Lulu Island racetracks, which supported special events that brought Vancouver and Lulu Island communities together.

Source: Hyde (2011). The Sockeye Special: the story of the Steveston tram and early Lulu Island.

BLM 5: Dairy Farmer's Delivery Vignette

Many of the farmers living at the north end of No. 6 and 7 Roads had no transportation on Lulu Island, so they would row across the North Arm of the Fraser River to catch the Marpole to New Westminster tram. For the dairy farmers, the Sockeye Special helped them by transporting milk into the city at low rates regularly. During the 1920s, the tram stations-built platforms to hold large milk cans full of milk. In the morning, the trams transported milk to Vancouver, and each night the trams returned with the milk cans full of water. Lulu Island doesn't have any drinking water because it is close to sea level, which means the water tastes salty and isn't suitable for drinking. Households used rain barrels or the milk cans that returned with water. Water for animals and crops came from ditches. It wasn't until the installation of water pipes from the mainland that the Islanders had access to clean drinking water.

Source: Hyde (2011). The Sockeye Special: the story of the Steveston tram and early Lulu Island.

BLM 6: Rails to Rubber Vignette

In 1922, the BC Electric Railway's tram system came under attack by General Motors (GM), a car company. The GM owner, Alfred Sloan, thought of a plan to get rid of the trams so that people would buy his cars, trucks and buses. In 1946, GM's 'Rails to Rubber' project convinced the Canadian and U.S. governments to pay for road construction. In comparison, the BC Electric Railway's had to pay their costs for the streetcars and tram tracks, wires and poles.

As people bought more cars, they travelled on the tram less often. Eventually, the BC Electric Railway didn't make enough money to keep all of the lines working. Slowly, they began to close tram lines, the trams by removing the tracks.

On February 28, 1958, the final tram travelled down the tracks with four cars decorated. The conductor and motorman saluted to the customers along the route that day. People cheered and waved to them, but they were sad, and some cried because they would never hear the click-clack of the wheels on the track. Or the sound of whistleblowing letting them know the tram was leaving the last station. Customers would miss the conductors and motormen's friendly smiles, who became an important part of their lives. A way of life on Lulu Island had come to an end with the trams' disappearance.

Source: Hyde, R. (2011). The Sockeye Special: the story of the Steveston tram and early Lulu Island.

Tram Games

Sockeye Special Chutes and Ladders

Class Instructions:

1. **Understand the object of the game.** The object of the game is to be the first player to reach the end by moving across the board from square one to the final square. Students move left to right across first row, then move up to the second and move right to left, and so forth.
2. **Decide who goes first.** Each player should roll one die to see who gets the highest number. Whoever rolls the highest number gets to take the first turn. After the first player takes a turn, the person sitting to that player's left will take a turn. Play continues in a circle going left.
3. **Roll the die and move.** To take your turn, roll the die again and read the number that you rolled. Pick up your game piece and move forward that number of spaces. For example, if you roll a two, move your piece to square two. On your next turn, if you roll a five, move your piece forward five squares, ending up on square seven.
4. **Climb up ladders.** The ladders on the game board allow you to move upwards and get ahead faster. If you land exactly on a square that shows an image of the bottom of a ladder, then you may move your game piece all the way up to the square at the top of the ladder.
5. **Slide down chutes.** Some versions have snakes on the board, while others have chutes (slides). Snakes (or chutes) move you back on the board because you have to slide down them. If you land exactly at the top of a snake or chute, slide your game piece all the way to the square at the bottom of the snake or chute.
6. **Take an extra turn if you roll a six.** If you roll a six, then you get an extra turn. First, move your piece forward six squares and then roll the die again. If you land on any snakes or ladders, follow the instructions above to move up or down and then roll again to take your extra turn. As long as you keep rolling sixes, you can keep moving.
7. **Land exactly on the last square to win.** The first person to reach the highest square on the board wins, usually square 100. But there's a twist! If you roll too high, your piece "bounces" off the last square and moves back. You can win by rolling the exact number needed to land on the last square.

Source: *How to Play Snakes and Ladders*. <https://www.wikihow.com/Play-Snakes-and-Ladders>

Sockeye Special Hopscotch

Class Instructions:

1. Introduce that the Lulu Island Interurban Tram branch in 1913 had 15 stations: Eburne Junction, Tucks, Sexsmith, Bridgeport, Cambie, Alexandra, Rifle Range, Garden City, Brighthouse, Lulu, Blundell, Woodwards, Branscombe, Steveston Wye, Steveston.
2. Use chalk to draw a hopscotch pattern on the ground or use masking tape on the floor. Create a diagram with fifteen sections and number them or write the names of the stations. You may want to create two or three hopscotch patterns to accommodate students in three groups.
3. Each player has a marker such as a button. The first student stands behind the starting line to toss his or her marker in square one. Then continues by tossing the button in square two. Hop over square one to square two and then continue hopping to square 15 turn and hop off the imaginary Interurban Tram station stops.

Getting out: A student is out if the marker fails to land in the intended square or if the hopper steps on a line.

References

References

Books

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Websites:

www.richmond.ca/discover/about/history.htm

Archival Photographs:

The early Richmond car and crew – *City of Richmond Archives*, Richmond car

CPR Steveston Station–*City of Richmond Archives*, Photograph #11978.21.28

Manoah Steves Dairy Wagon ca 1905–*City of Richmond Archives*, Photograph #1988.37.39

Fishing Boats–*City of Richmond Archives*, Photograph #1978.34.40

Thompson’s barn and cattle, 1923–*City of Richmond Archives*, Photograph #1985.39.147

The Sockeye Special Car No. 1220 passing another tram–*City of Richmond Archives*, Photograph #1999 4 1832, Ted Clark Fonds

Lansdowne Racetrack–*City of Richmond Archives*, Photograph #1987.92.1

The last tram leaving Marpole Station–*City of Richmond Archives*, BCER Photograph # 1208.1207.1231.1232. Marpole Stn. Feb. 28, 1958

