

ANIMATING HISTORY STEVESTON TRAM

Field Trip Guide



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About the Program

Animating History is a one-day animation workshop on a historical adventure inspired by the Steveston Tram. Students work cooperatively with a professional animator to storyboard the film’s plot, create characters, animate their creations using computer software, and add dialogue and sound effects. A short animated story will be completed by the end of the day and sent to you shortly after.

Schedule

9:30am	Introduction to the workshop.
9:45am	Nutrition break.
10:00am	Introduction to animation, begin storyboard.
11:15am	Animating begins.
12:00pm	Lunch break.
12:45pm	Storyboard and animate second scene, extra scenes and sound.
2:15pm	Program wrap-up—animation will be ready within a week.
2:30pm	Departure.

Learning Objectives

- Identify the Steveston Tram and its *historical significance*.
- Describe the history of transportation in Richmond using the theme of change & continuity.
- Perform basic animation techniques.

Historical Thinking Concepts

The Historical Thinking Project was designed to foster a new approach to history education. Its main idea is that students should become more competent as historical thinkers throughout their schooling through the mastery of six historical thinking concepts. This program will encourage students to explore the two concepts of historical significance and change & continuity.

Richmond Museum & Heritage Services – School Programs Policy

To mobilize Museum resources on the history and culture of Richmond to spark interest in and encourage active engagement by people of all ages and backgrounds in an interactive learning environment.

Curriculum Connections

Grade 4

Core Competencies

- Communication
- Thinking
- Personal & Social

Big Idea

- British Columbia followed a unique path in becoming a part of Canada

Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)

Content

- The history of the local community

About the Field Trip

Preparing for your visit

- Organize your class into **six teams** that can work well collaboratively. The class will be working in these teams for most of the day and each team will be responsible for creating and completing two (2) scenes.
- Prepare nametags that indicate the student's name and team number/colour. These nametags help the program staff keep groups together, identify lost children and deliver the best possible experience for all.
- Ask parents to complete photo waivers and bring these forms with you.
- Introduce the Steveston Tram in the classroom using the materials provided or with a site visit to the Steveston Tram. Please visit their [website](#) for more information.

When you arrive

- Please arrive at **9:15am** and check-in with the Front Desk, who will collect your payment of **\$550.00**.
- A coat rack will be provided to store all jackets, backpacks, and other belongings.

Other important info:

- The workshop takes place in the Richmond Cultural Centre Annex, 7660 Minoru Gate. School bus loading zone and parking is available next to the building. Please pay careful attention to parking signs and ask at the front desk if you are unsure.
- Adult chaperones are encouraged for every 5-8 students (or one adult per 1-2 groups). Chaperones are asked to accompany children to the washroom, monitor students during snack/lunch times, and assist with program activities. There is no cost for adult chaperones.
- Cancellations require two weeks notice for a full refund. We will charge 50% of the fee for cancellations made under two weeks and 100% of the fee for failure to attend the program without notice.
- Photography is allowed in the museum **without flash**. There is limited time for taking pictures during this program. We prefer that elementary aged students do not bring cameras. Teachers and chaperones are welcome to take pictures throughout the program.

Sample Name Tags

Name

Group: _____

Name

Group: _____

Name

Group: _____

Name

Group: _____

Name

Group: _____

Name

Group: _____

Name

Group: _____

Name

Group: _____

City of Richmond Photograph (Still/Digital) Waiver / Release

I, _____ *(please print name)*, agree to permit the City to take one or more photographs of me and/or my child and to use, reproduce and release to others such images, whether in photographic, digital, electronic or other form without payment or other compensation to me or my child, for any City purposes.

I release the City and its employees, officials, officers, volunteers, representatives, agents or contractors, from all liability relating to the use, reproduction or release of my image or that of my child for any City purposes.

I also agree to the inclusion of my name, and/or my child's name in connection any of the matters referred to herein: Yes No

Personal contact information will be treated as confidential, subject to any statutory requirements or lawful orders or directives, unless you consent in writing to a further request for its release.

Participant's / Child's Name	Age of Participant / Child

Signature (or Parent Signature – *if for a child under 18 yrs old*)

Date

Email or other Contact Address

Phone Number

(For City of Richmond Office Use Only)

Activity/Event & Location: _____

Photo Description (of person): _____

Photographer Name: _____ Phone Number: _____

Photo Title or Number: _____

Location in (S:) Drive: _____



About the Steveston Tram

Background Information

The Tram Car 1220 is the largest artefact in the City of Richmond's artefact collection.

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 on the line. 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 services on Lulu Island by buying 28 additional trams from the St. Louis Car Company in Missouri. Among these was Car 1220, which today is the largest artefact in the Richmond Museum's collection. Over the coming years, the Interurban line contributed to the development of Richmond's city centre. The Interurbans and the people who worked on them became an important 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 took place between Marpole and Steveston, which marked the end of a definitive era for the Richmond community and for transportation history in BC.

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

About the Story

The story illustrates a chance encounter between George Boston and Mary Williamson on Interurban Tram #1220. When George Boston, a twenty-one year old, began his first day of work on the Interurban Tram in August, 1905, also traveling that day was Mary Williamson, who was celebrating her birthday. This chance encounter led to a romance over the coming months as Mary traveled to Vancouver to learn dressmaking. Mary and George fell in love and they were married two years later. They were married just 6 months shy of 50 years.

George's career on the Tram spanned 44 years, whereby he held a variety of positions that included; freight man, conductor, motorman and "Number One Motorman" when he retired in 1949. He was one of the most popular railway men in the Lower Mainland. Nine years later, on February 28, 1958, George and Mary were the guests of honour on the last run of the Steveston to Marpole Interurban tram.

Classroom Activities

Introduce the Steveston Interurban and History of Transportation

1. Visit the Steveston Tram at 4011 Moncton Street or take a virtual tour on [History Pin](#).
2. Students fold their own Interurban Tram using the template provided.
3. Combine art and history with a collage activity using the archival images provided. For example, create a classroom mural by enlarging an archival photo of the tram, colouring it in and adding drawings of students and the teacher. Or students can collage different parts of archival photographs and colour it in. Finally, students can also collage current and archival photographs to demonstrate changes in transportation in Richmond.
4. Read aloud excerpts from *The Sockeye Special* by Ron Hyde. Available at the Richmond Public Library.

Introduce Historical Thinking Concepts

Historical Significance: Events, people or developments have historical significance if they resulted in change or reveal/shed light on the “big picture”. The key point here is to rank based on a criteria/evidence.

1. Students write, draw or make a timeline of their life story that includes the five most significant events or developments in their life. Ask them to explain why they made the choices they did. By using criteria to rank according to importance, this is the beginning to analyzing historical significance.
2. Give students a list of topics that will be covered in an upcoming unit (or past unit) and ask them to draw on their prior knowledge to rank the topics from most to least historically significant based on the “resulting in change” criterion.

Continuity and Change: Continuity and change **work together** and can be analyzed through **turning points, progress and decline** and **periodization**. The key point here is to **analyze** timelines to make an informed judgement.

1. Students write a brief timeline or paragraph about their life. How has it changed over time and how did it stay the same? What were the “turning points”
2. What would a time traveller coming to Canada from 100 years ago find the most similar? The most different?

For more information and lesson plans, visit historicalthinking.ca or purchase *The Big Six* by Peter Seixas and Tom Morton.

Vocabulary: Animation Terms

Cut: an instantaneous change from one scene or shot to another.

Dubbing: the post-production process of adding sound and dialogue to a film.

Foley: the post-production process of adding sound effects to a film.

Frame: an amount of film equal to one exposure.

Frames per second (FPS): the number of frames of film within a second. The rate varies depending on the technology. Film = 24 fps / Video = 30 fps.

Narration: when an unseen character (narrator) describes the action in the accompanying scene.

Perspective: the appearance of depth in objects receding from one's point of view.

Pre-production: the processes that are created before animation begins.

Production: the processes that create movement of the film.

Post-production: processes involved in the completion of the film and its preparation for screening and distribution.

Rough: loose preliminary drawings, indicating basic shapes and structures and lacking in detail.

Rough cut: a rough version of the completed film.

Scene: a section of the film that shows a character from one specific point of view. A scene ends when that point of view changes.

Shot: the basic unit of film—a single piece of film without cuts. A shot is the moving picture seen from the time the camera is turned on until it is turned off. Shots are then strung together to form scenes and sequences.

Sequence: a series of scenes, in an order that deals with a specific idea or happening usually in the same location.

Storyboard: a series of small drawings or pictures that visually indicate the action that will take place within a story. Usually includes dialogue and information on sound and camera transitions.

Thumbnail sketch: a small quick sketch about the size of a postage stamp.

Useful Resources

Field Trip

Watch cut-out animation videos online

[JOE by Jill Haras](#)

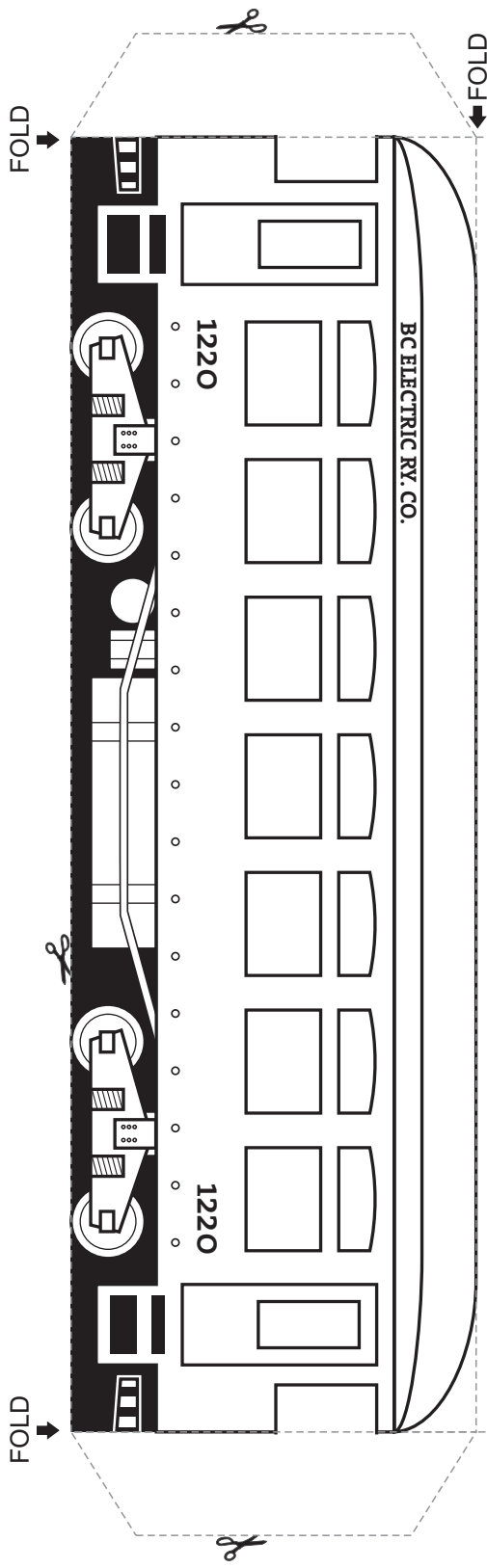
[Trawna Tuh Belvul](#)

Books

Ron Hyde. *The Sockeye Special*. Available at the Richmond Public Library.

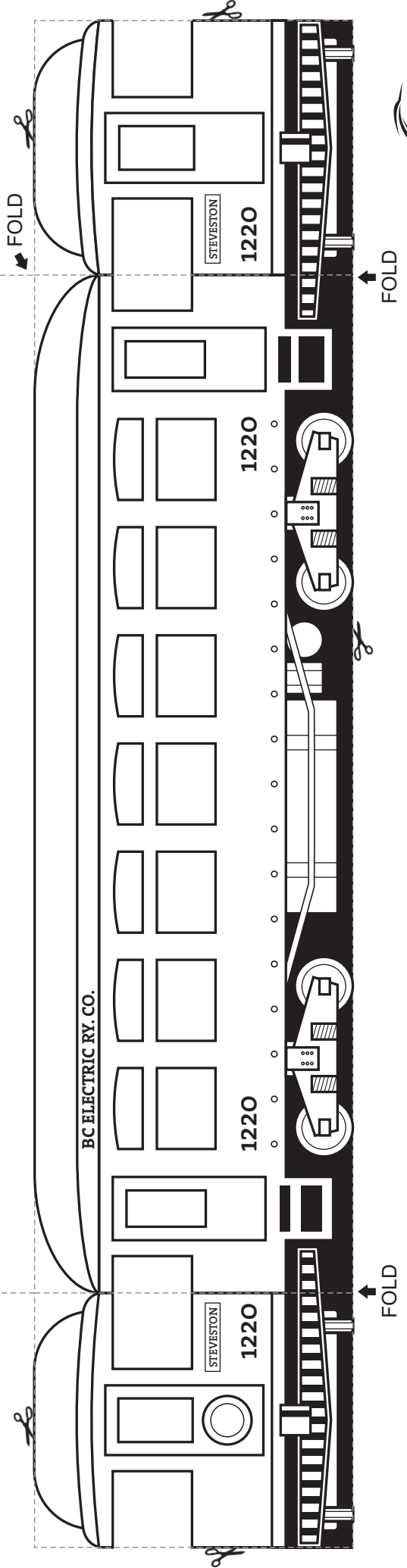
Steveston Tram 1220 Colouring Page

Colour, cut out, fold and tape to make your very own model Steveston Tram!



In 1905 the British Columbia Electric Railway Company opened the interurban tramline between Steveston and Vancouver. Interurban trams made travel fast, easy and affordable and led to the development of downtown Richmond. They were also important to the success of Richmond's fishing, canning and farming industries. The tramline operated for 53 years, closing in 1958.

Tram 1220 was one of 28 1200 class trams purchased from the St. Louis Car Company in 1913 by the BC Electric Railway Company. Today it is the largest artefact in the Richmond Museum's collection.





Photograph of BC Electric Railway tram passing Richmond Town Hall enroute from Steveston to Vancouver. City of Richmond Archives 1978 12 10.



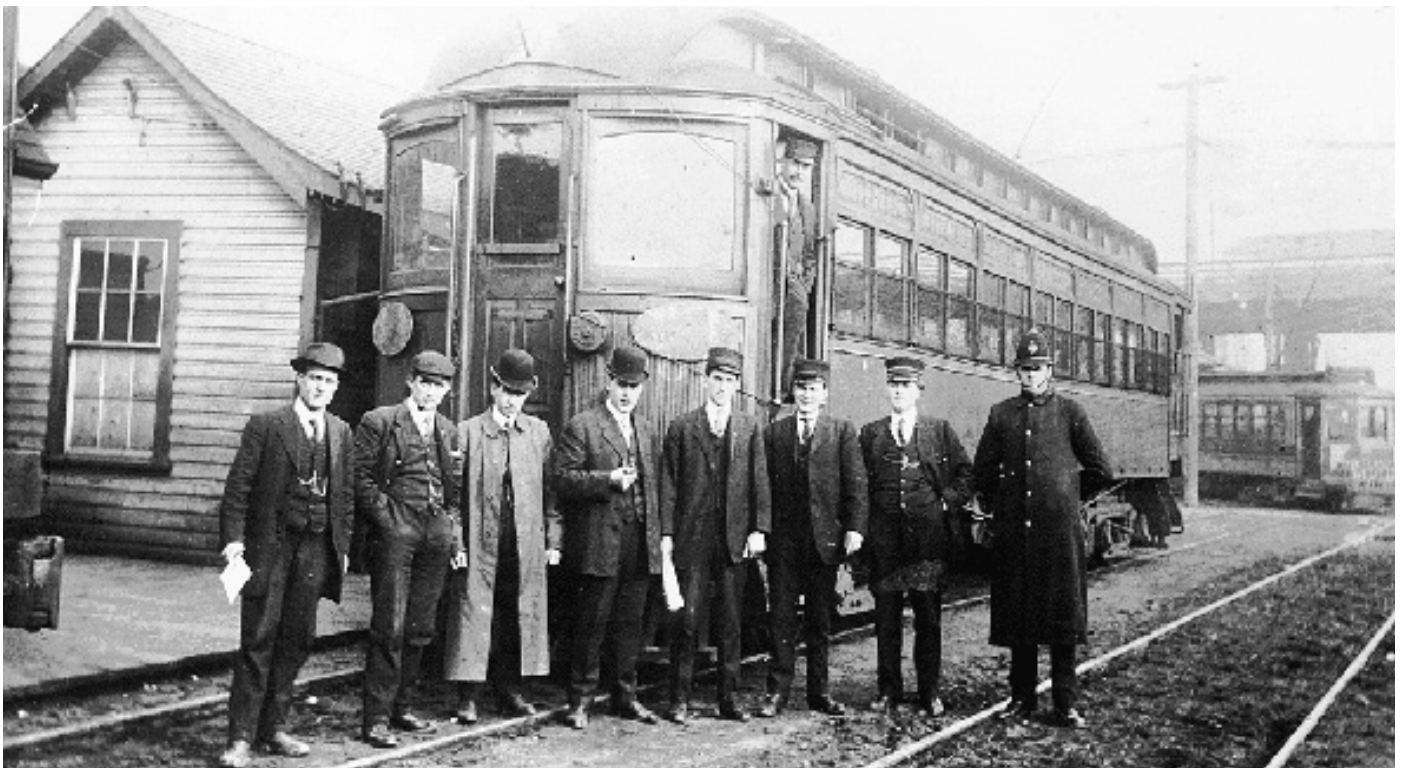
Photograph of three men standing beside the Interurban named Richmond. City of Richmond Archives 1978 12 4.



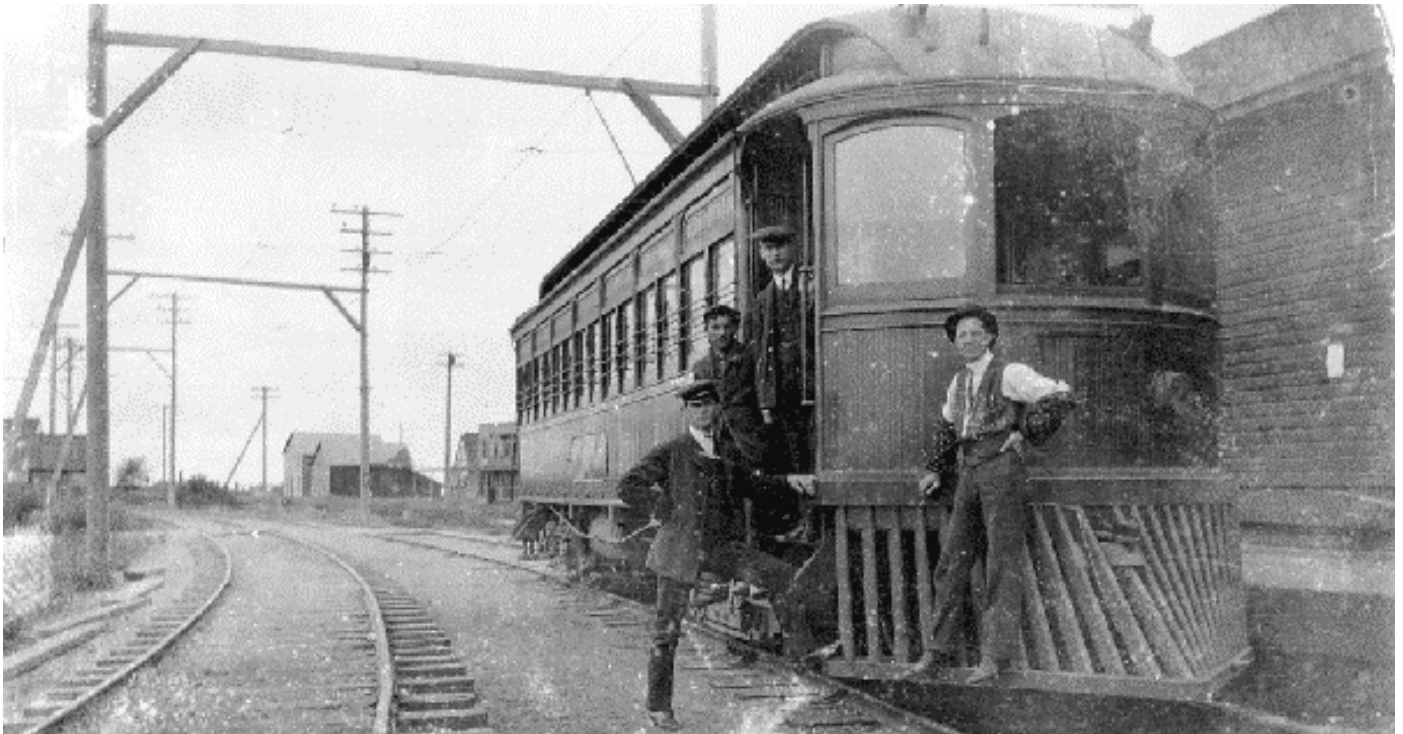
Photograph of a young woman and two young men standing on the BC Electric Railway tram car at Steveston. City of Richmond Archives 1978 31 65.



Photograph of the interurban tram leaving Steveston on its last run. City of Richmond Archives 1978 21 32.



Photograph of a group of men standing beside a BC Electric Railway tram. City of Richmond Archives 1978 12 5.



Photograph of three men standing on the BC Electric Interurban Tram on the tracks at Steveston station. City of Richmond Archives 1984 17 3.