



John Jarvie Historic Ranch: Outlaws of Brown's Park

Authored by: Kylee Ehmann

Grade 4

LESSON PLAN DETAILS

Time Frame:

1-2 class periods

Group Size:

3-4

Materials:

To Print Out/Copy:

Worksheets (Group Work);

Primary/Secondary Hand Outs Sources (Group Work)

Four pieces of plain square paper, two smaller squares of colored construction paper, a string to create their booklets, glue stick (One per individual)

Life Skills:

Media Literacy

Using and citing sources

Intended Learning

Outcomes:

Students will define, recognize, and analyze primary, secondary and folkloric documents.

Outlaws of Brown's Park Lesson Plan

By: Kylee Ehmann

This lesson plan is intended for fourth grade. See comments throughout lesson plan for ideas on how to adjust this material for lower or higher grades.

SUMMARY

This lesson plan is intended to give children tools to critical analyze historical fact and distinguish it from folklore.

Through a series of readings and activities, students will define and distinguish primary sources from secondary sources, analyze information from the past, and draw their own conclusions about past events WHILE CITING EVIDENCE FOR THEIR REASONING.

Additionally, students will compare their preexisting knowledge or familiarity with outlaw legends to the historical facts of the region.

Outlaws are used in this lesson plan – not to glorify murder or robbery – but because they are a population that exist on the fringes of history. Their stories are easily romanticized and turned into legend due to the lack of documentation surrounding the specifics of their lives. Remember to emphasize that many outlaws, even those accepted by the community, often committed crimes that hurt people and their livelihoods.

Relevant Core Standards

Utah Elementary Library Media Standards (K-5)

Strand 4: Defining an information problem and identifying information needed.

- Standard 1: Define an information problem.

Strand 5: Identifying, evaluating, and selecting sources.

- Standard 1: Identify information sources (e.g., texts, places, people); Standard 2: Evaluate and select sources based on predetermined criteria (e.g., relevancy, currency, credibility).

Strand 6: Locating sources and accessing information.

- Standard 1: Locate identified sources; Standard 2: Access information within sources by using relevant tools (e.g., table of contents, indexes, keyword searches, sidebars, related subjects).

Strand 7: Engaging with and extracting information.

- Standard 1: Engage with information by reading, listening, and viewing sources in a variety of formats; Standard 2: Select, extract, and record information that addresses the information problem, answers guiding questions, and meets evaluation criteria.

Strand 8: Organizing, synthesizing, and presenting information.

- Standard 1: Organize information from multiple sources; Standard 2: Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.

Strand 9: Evaluate the process and product

- Standard 1: Evaluate the execution of the product for efficacy and quality, and identify areas needing improvement to determine how to proceed in the future; Standard 2: Identify areas of the processes that were successfully executed, as well as those needing improvement, to determine how to proceed in the future.

Strand 10-14: Media Literacy

Social Studies (4th Grade)

Standard 2: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Wyoming Elementary Library Media Standards (K-5)

Content Standard 4: Time Continuity, and Change—Students analyze events, people, problems, and ideas within their historical contexts.

- SS5.4.1 Describe how small changes can lead to big changes (cause and effect) (e.g., introduction of horses to the Plains tribes, discovery of gold and minerals in the region, discovery of electricity, impact of the Homestead Act and Dawes Act, establishment of water rights and resource management).
- SS5.4.5 Identify differences between and secondary sources. Find primary and secondary sources about an historical event. Summarize central ideas in primary and secondary resources.

Content Standard 5: People, Places, and Environments—Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environments.

- SS5.5.2 Explain how physical features, patterns, and systems impact different regions and how these features may help us generalize and compare areas within the reservation, state, nation, or world.
- SS5.5.3 Describe the human features of an area, past and present settlement patterns, and how ideas, goods, and/or people move from one area to another.
- SS5.5.4 Describe how the environment influences people in Wyoming and how we adjust to and/or change our environment in order to survive (e.g., natural resources, housing, and food)

Content Standard 6: Technology, Literacy, and Global Connections—Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

- SS5.6.1 Use various media resources in order to address a question or solve a problem.
- SS5.6.2 Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
- SS5.6.3 Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
- SS5.6.4 Identify the difference between primary and secondary sources.

Colorado Elementary Library Media Standards (K-5)

Fourth Grade Level Expectations

- History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate. Analyze and debate multiple perspectives on an issue.

Background for Teachers

Prior to teaching this lesson, teachers should know the legends surrounding outlaws at/near Jarvie Ranch and be familiar with the facts behind these legends. Teachers should familiarize themselves with the following [summaries](#) of famous outlaws at Jarvie Ranch in order to assist students in analyzing the sources.

While documentation about the “outlaw” men and women in Brown’s Park exists, the exact details of these people’s lives are fuzzy. While teaching this lesson, teachers should feel comfortable pointing out that they, like many people who live on the fringes of society, did not have access to the same kinds of resources to leave an exact history of their lives in the same way that wealthy, often white, individuals of the time did.

Teachers should acknowledge and discuss that all settlers in the Brown’s Park region were part of the illegal seizure of Native land by the United States government. Potential discussion points can be why a settler who takes Native land is not an outlaw, but a cattle rustler who takes a cow from a settler is. Why are some people outlaws and others are not?

Included are primary and secondary sources for students to view and analyze. Feel free to add your own sources.

Background for Students

Prior to beginning, students will need to know the words *primary source*, *secondary source*, and *folklore* and how to differentiate between the three.

Students should know is the background and location of Jarvie Ranch. Additionally, students should be familiar that Brown’s Park’s remote location made it popular to ranchers and outlaws alike.

The goal of this lesson plan is for students to recognize and differentiate primary, secondary, and folkloric sources. It is not necessary for your students to retain all the facts about the different outlaws in the region. However, it may be helpful to go over a history of the region to help dispel misconceptions students may have before they begin their research.

Lesson Plan Procedure

Day One

- Teachers should explain primary, secondary, and folkloric sources.
- Definition of sources activity.
- Begin Booklet Activity on differentiating and using sources, move through at least two of the prompts.

Day Two

- Finish all prompts on the Booklet Activity.
- Have students attach booklets together.
- Have students present booklets to their small groups, and offer critiques.

Teacher Resource: Overview of Jarvie Ranch and the Surrounding Outlaws

“Several books have been written about the Brown’s Park area in general and about the outlaw era in particular. Being informal in nature, none have been seriously documented. Much of what has been written is highly romanticized and deals with the heroic, dramatic, and eccentric usually relying on local folklore for the facts...Often the heroic, dramatic, and eccentric are the only elements which survive the passage of time and folklore can provide valuable historical insight.”

~*John Jarvie of Brown’s Park* by William L. Tennent

While we know about the settlers, the homesteaders, the ranchers, and the traders of the region, the group of people who made this region famous—the outlaws—exist only on the fringes of history. Collected here is a brief summary of the most famous of the outlaws that visited Jarvie Ranch around the period when the Jarvie Family owned the property, or were present in the surrounding countryside.

This lesson plan focuses on the time period 1880-1910. It focuses primarily on white settlers in the region who were either outlaws themselves or aided and abetted them. It is important to note while the “outlaws” thrived, other histories such as the continued displacement of Native people by these settlers and the government were happening simultaneously. This history is specifically covered in the Ute lesson plan within this curriculum.

Brown’s Park has long been a site for trading and travelling. The area is a valley surrounded by tall mountains that create a space where winters and summers are comparatively mild. Additionally, the Green River becomes easily crossable in the area of what is now occupied by Jarvie Ranch. The Shoshone, Comanche, and Ute tribes, as well as the Blackfoot, Sioux, Cheyenne, Arapaho, and Navajo tribes, knew this and were the first inhabitants in the area. Due to the fact the region was far from main white settlements, white people did not enter the valley in a meaningful way until 1837. After this point, the region attracted fur trappers and became a stop for settlers on the nearby Oregon Trail and the Old Spanish Trails. Fort Davy Crockett was established to “protect” white travelers from theoretical Native attacks. However, the fort was too costly to run due to its remote location and there weren’t any documented attacks. When the fort was abandoned in the 1840s, many of the legitimate businesses and trappers who operated around it also left the area. The remaining residents were the original Native inhabitants, some ranchers whose cattle thrived in the mild climate, a few businessmen like John Jarvie, and people on the outskirts of the law. Because the region was so remote and law enforcement was so few, many of the residents of Brown’s Park tolerated those classified as “outlaws” so long as they did not commit murder. Additionally, since the Brown’s Park area stretched between three states, it was easy for outlaws to cross

state/territory lines after committing a theft or murder, thus confusing the lawmen and mobs as to who had jurisdiction in tracking down these men and bringing them to justice.

The goal of these summaries is to provide teachers with a factual touchstone with their students as they work through their exercises in the following lesson plan. You may feel like covering these histories with your students after they complete the first portion of the lesson plan, or you may want to have students uncover some facts through primary and secondary source readings. Again, the goal is to get students to be able to learn what is the difference between a primary, secondary, and folkloric source, not to ensure that they know all of the facts about the outlaws that lived in this region. It is alright that your students' initial main understanding of the outlaws comes from media and folklore portrayals. As the above quote notes, this is most people's understandings of "outlaws" because the factual information about them is so few and far between. Pictures are included when available.

Butch Cassidy, Harry Alonzo Longabaugh & The Wild Bunch:

Thanks to the 1969 Robert Redford picture *Butch Cassidy and the Sundance Kid*, Butch Cassidy is the most famous of the outlaws who would live in the region of Brown's Park. Cassidy was born in Beaver, Utah Territory in 1866 as Robert LeRoy Parker. While his early years were unremarkable, his turn to outlaw behavior began in 1880. After a minor shopping incident in his hometown, he began working on ranches further north in Utah.



In the following decade, supposedly picked up the name "Cassidy" while working with a fellow rancher and cattle rustler from the Brown's Park region. He began committing more serious robberies after robbing a bank on June 24, 1889 in Telluride, Colorado. By 1890, Cassidy began regularly passing through the Brown's Park—a region that was friendly to outlaws and near Cassidy's ranch in Dubois, Wyoming. Around this time, he met Harry Alonzo Longabaugh, "the Sundance Kid." Longabaugh was born in Mont Clare, Pennsylvania in 1867 and headed west at the age of 15. He is thought to have begun robbing in 1892, eventually joining up with the "Wild Bunch," a collective of loosely-affiliated bandits who would hide in and around Brown's Park. While in the region, they were friendly with many of the Brown's Park residents such as the Bassett family (whose daughters Ann and Josie were possibly romantically involved with members of the Wild Bunch and would be known as cattle rustlers themselves) and possibly John Jarvie himself. In front of the dugout home at Jarvie

Ranch, a plaque notes that the dugout served as a hiding place for Cassidy and his gang members, but the documentation on this is shaky. After a decade of robberies (though no murders) Cassidy, Longabaugh, and a female companion named Etta Place left the region, fleeing from the Pinkerton Detective Agency. The trio moved to Argentina in 1901, where they settled as ranchers in the Andes Mountains. Etta Place vanishes from the historical record by 1905, when two English-Speaking bandits robbed a store near where Cassidy and Longabaugh lived. Two years later, they were in Bolivia, held up in a cabin and surrounded by local soldiers, police, and other officials. At the end of a shootout, the pair are believed to have died in a murder-suicide. However, Josie Bassett claimed Cassidy survived and visited her in the 1920s.

Jesse Ewing: Not much is known about Jesse Ewing before he arrived at Brown's Park. Like many who moved from the United States into the western territories, he was able to shed his old life and start fresh thousands of miles from where he started. The Utah Place Names describes him as "an eccentric, moody prospector, outlaw, and murderer of the 1860s" who lived at the mouth of a canyon in near Brown's Park that bears his name. He was killed by Frank Duncan "in a dispute over a mutual lady friend," and is buried at Jarvie Ranch.



Jack Bennett: Bennett was a known rustler in Brown's Park. John Jarvie contracted Jack "Judge" Bennett to build his stone house in the 1880s. This structure still stands at the Ranch site. The cattle rustler and outlaw associate Josie Bassett described Bennett as a kind of lower-tier kind of outlaw than the Wild Bunch, as he did not perform their more high-stakes robberies. Bassett noted that he learned the masonry skills necessary to build Jarvie's house in prison. In 1898, Colorado lawmen arrived in the area to collect Bennett and his associate for robbery. When they arrived, they learned Bennett and his associates had shot and killed a local boy named Willie Strang. A posse that included many prominent men from Brown's Park hunted the men down. Bennett and his associate were caught, and Bennett was hung at the Bassett ranch. After he died, his associate was sent to jail.

George Hood & William King: John Jarvie's ranch was a sort of way station for travelers passing east and west. Fairly isolated from other white settlements, it was the only place that a person could rest for miles around. Additionally, Jarvie Ranch was the main source of goods for Brown's Park and had previously been the region's post office. Because of Jarvie's success at the ranch and its central location, rumors grew that Jarvie kept a large amount of money in safe on his property. In 1909, local herdsmen Bill McKinley and William King, decided to rob Jarvie based on these rumors. On July 6, 1909, the men forced Jarvie into his store and had him open his small safe. Jarvie had recently paid his accounts, and the safe (which currently resides in the restored Jarvie Ranch store) contained a single one-hundred-dollar bill and a pearl-handled revolver. Jarvie pulled free from his captors and ran towards his irrigation ditch. Hood and King shot him twice from behind and he died. The killers put the body in a boat, pushed his body down the river, and turned to ransack the store. The two

men escaped, though they weren't able to take their loot with them. They were never captured. John Jarvie's body was discovered on July 14, and was buried in the nearby Ladore Cemetery.

Josie & Ann Bassett:

Josie and Ann Bassett were sisters who grew up in the Brown's Park region. Both girls were taught to rope, ride, shoot, and handle the general necessities of ranching. Their father, Herb Bassett, did business with many of the outlaws that came through Brown's Park. Among the most famous of



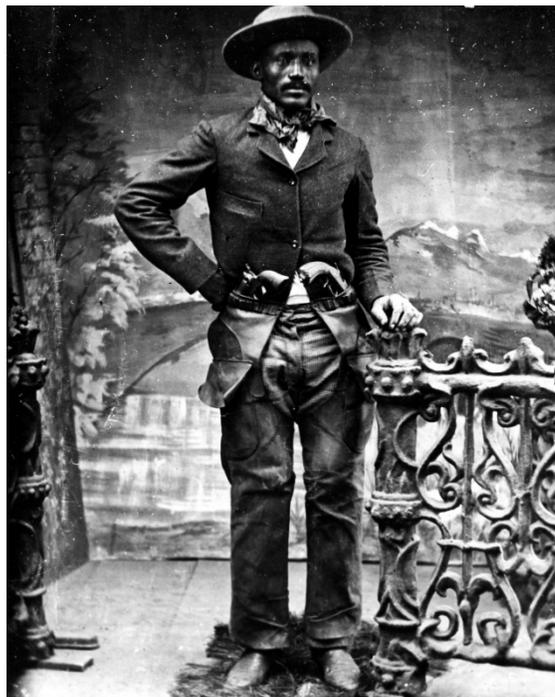
Josie Bassett



Ann Bassett

these outlaws was Butch Cassidy and his Wild Bunch gang. Both are rumored to have been romantically involved with Cassidy and members of the gang at various points between 1890-1900. They gained their own fame as cattle rustlers after several wealthy cattlemen tried to harass the sisters out of their ranch in Brown's Park. The sisters began stealing cattle from these wealthy ranchers. Though they were tried for this, they were never convicted. By 1904, much of the outlaw past of Brown's Park faded, as all the outlaws were either retired or killed. Ann married a local rancher and moved to Leeds, Utah. She died in 1956 at the age of 77. Her ashes are spread across the Bassett ranch in Brown's Park. Josie moved to Vernal, Utah in 1913, where she became a bootlegger during Prohibition and was at various points of time accused of poaching and stealing cattle. She died in 1963 at the age of 90 after a horse kicked her. She is buried in the Bassett Cemetery.

Isom Dart: Dart was an African American rancher who lived the last portion of his life in the Brown's Park area. Dart was born into slavery as Ned Huddleston in 1849. Thanks to the Union victory, he gained his freedom at the end of the Civil War and began working as a stunt rider at a rodeo near the Texas-Mexican border. Dart was representative of the typical cowboy, who were typically Mexican or formerly enslaved African Americans. For a while, he worked as a cattle rustler and then a cowboy working cattle drives in the Colorado-Wyoming area. By 1871 he moved to the Brown's Park area permanently. In 1875 he joined the Tip Gault Gang, which specialized in stealing cattle from wealthy ranchers. After almost dying with the rest of his gang in an ambush, he went further west and began working as a bronco buster for ranchers. He returned to Brown's Park (then known as Brown's Hole) in 1890 and established his own ranch. Some competing white ranchers believed he had built his herd from cattle he had stolen from them, and hired a range detective, Tom Horn, to kill Dart. Horn killed Dart on October 3, 1900. While some viewed him as a thief, many Brown's Park residents believed he was killed for land, cattle, and jealousy and mourned his death as the passing of a good neighbor.



Key Vocabulary

Outlaw	a person who has broken the law, especially one who remains at large or is a fugitive.
Primary Source	any thing (artifact, document, dairy, manuscript, autobiography, photograph, recording, etc.) that documents an event/time period and was created at the time of the event/time period.
Secondary Source	any thing (document, movie, paper, recording, etc.) that discusses and analyzes primary sources and compiles them into a single source.
Folklore	the traditional beliefs, customs, and stories of a community, passed from generation to generation. Folklore can be rooted in fact, but details can change to reflect the cultural values of the people telling them.
Fiction	stories that use imagined events and people. Fiction may involve real people, real time periods, and real events, but are primarily based out of the author's imagination
Nonfiction	Stories that are based in fact and on primary sources.

First Activity: Defining and Identifying Sources

Step 1: Write out “primary source,” “secondary source” and “folklore” along with their definitions. You may want to use the definitions provided here, in an online dictionary, or in your words.

Step 2: Introduce your students to the definitions of primary, secondary, folkloric sources and discuss with them why each is different.

Primary Source

A *primary source* is any artifact, document, dairy, manuscript, autobiography, photograph, recording, etc. that documents an event/time period and was created at the time of the event/time period.

In general, the more primary sources one has about an event/time period, the more accurate your description of that event/time period will be. However, it is important to note that primary source must be verified with other research. For instance, photographs can be staged, oral histories can have minor details that don't match up to the historical records, and someone's diary can be influenced by racist/sexist/etc. views held by the author.

Examples of Primary Sources: oral histories, photographs, newspaper articles published at the time of the event, artifacts such as clothing and furniture, geological

Secondary Source

A *secondary source* is any document, movie, paper, recording, etc. that discusses and analyzes primary sources and compiles them into a single source. Secondary sources analyze, interpret, and evaluate an event/time period and reflect new understandings and information that we have learned since the original event/time period occurred.

When conducting research, secondary sources should be referenced after primary sources. Secondary sources, like primary sources, are shaped by the racist/sexist/classist views of their authors and should be fact-checked against primary and other secondary sources.

Examples of Secondary Sources: documentaries, biographies, a history textbook, newspaper articles written *after* an event takes place (think, articles about 9/11 written in 2012)

Folklore/Fictional Source

Folklore is the traditional beliefs, customs, and stories of a community, passed from generation to generation. Folklore can be rooted in fact, but details can change to reflect the cultural values of the people telling them.

Fiction describes stories that use imagined events and people. Fiction may involve real people, real time periods, and real events, but are primarily based out of the author's imagination. *Nonfiction* describes stories that are based in fact and on primary sources.

Examples of folkloric sources: songs, urban legends, tales, proverbs. *Examples of fiction sources:* movies “based on real events,” historical fiction literature.

SUGGESTIONS FOR USING ACTIVITY ONE WITH OLDER STUDENTS:

- **INSTEAD OF USING THE WORKSHEETS, HAVE YOUR STUDENTS WORK ALONE OR TOGETHER IN GROUPS TO COME UP WITH AT LEAST SIX DIFFERENT EXAMPLES FOR EACH CATEGORY: PRIMARY SOURCE, SECONDARY SOURCE, FOLKLORIC/FICTIONAL SOURCE. HAVE STUDENTS WRITE/DRAW THESE SOURCES.**
- **IF YOU DISCUSSED TERTIARY SOURCES, ENCOURAGE STUDENTS TO THINK OF, WRITE DOWN/DRAW EXAMPLES OF THREE TERTIARY SOURCES.**
- **HAVE STUDENTS DISCUSS WHY EACH SOURCE IS IN EACH CATEGORY.**

If your students struggle understanding, use examples from their daily life to explain the differences. They are already using these different sources in their daily life. They listen to the news with the adults, they tell imaginary stories, they read their textbooks, and they compile facts about things they’ve learned when they share with their friends and families.

Step 3: After you feel your students understand the difference between sources, have them get into groups of 2-3 students (this activity can be done alone if students have difficulty working in groups). Each group will sort the sources into *primary sources*, *secondary sources*, and *folklore/fiction* on either the worksheet or by using the squares. [The resources to do this are located at the end of this packet.](#)

SUGGESTIONS FOR INTRODUCING SOURCES TO OLDER STUDENTS:

- **HAVE YOUR STUDENTS COME UP WITH THE DEFINITIONS FOR EACH SOURCE IN GROUPS. HAVE EACH GROUP GIVE THEIR DEFINITIONS. HAVE CLASS WORK TO COLLABORATIVELY COMBINE THEIR DEFINITIONS INTO ONE THAT YOU WILL USE IN CLASS.**
- **INTRODUCE STUDENTS TO “TERTIARY SOURCES,” WHICH INCLUDE DICTIONARIES, ENCYCLOPEDIAS, SOME TEXTBOOKS, AND OTHER COMPENDIA THAT GIVE A BROAD SUMMARIES OF EVENTS. TERTIARY SOURCES ARE TYPICALLY NOT INTENDED FOR ACADEMIC RESEARCH.**

Step 4: Once your students have organized the sources, ask them to discuss why they sorted each into the different categories.

Second Activity, Part 1: What Is an Outlaw?

Over the course of this activity, students will make a small booklet that will show their understandings of folklore, primary sources, secondary sources, and their ability to analyze and compile the information from each source.

Each Student should have four pieces of blank, square paper, a string/ribbon, and two smaller pieces of square paper.

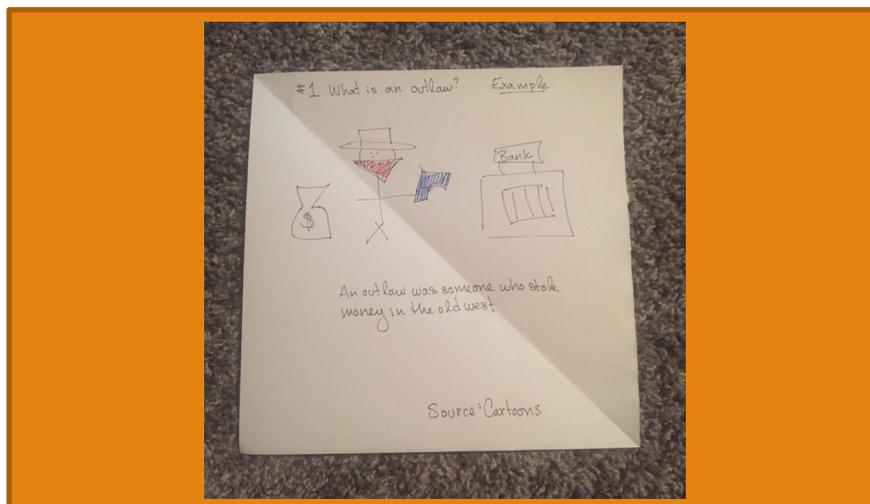
Step 1: Hand out 4 (four) pieces of square paper to each student. Normal printer paper cut into squares works fine, but origami paper can help you save on some prep time. If you plan on collecting each paper after each part of this activity, you may want to hand out one piece of paper as you move through the activity.

Step 2: Have your students take one piece of paper out and keep the rest safe in a folder or in their desk. If you are handing out one piece of paper at a time, ensure you have somewhere to store the students' pages afterwards.

Step 3: On one side of the paper have your students write or draw the answer to the question: ***What was an outlaw?***

- When students are done writing the answer to this question, have them write down at the bottom of their paper where their idea of an outlaw comes from (Western movies, cartoons, books, documentaries, etc.).
- Ask your students to define whether this source is a primary, secondary, or folklore/fiction source. Have them write their answer at the bottom of the page.
- There is no “wrong answer” to this step—it is showing kids they are engaging with history already and have an idea about the past, even if that idea comes from fictional sources.

Step 4: Either collect each paper from the students (have them write their name on it if this is the case), or ask them to store this paper for later. They will need it to save this paper in order to complete their booklet.



Second Activity, Part 2: Reading Primary Sources

Now that your students have drawn/written what their idea of what an outlaw is, students will read and analyze primary source documents, quotes, and other materials about the outlaws of Brown's Park. This lesson plan contains [10 primary source materials for](#) your students to analyze. Feel free to supplement materials if you have additional resources that you feel your students should analyze.

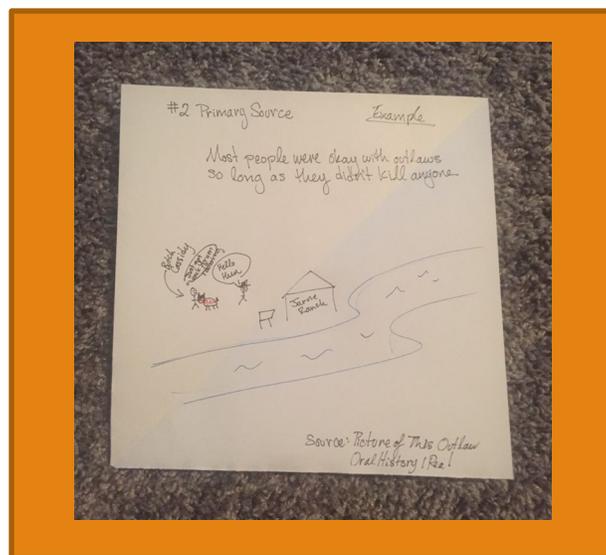
Step 1: Have students get into pairs. Each student will receive 5 sources to analyze. Ensure that each student has a mix of visual and textual-based sources to analyze.

- If your classroom is short on time, expand the group size. Try to ensure students receive an equal number of sources.

Step 2: Students will read/look at their sources and make a minimum of one observation from each source. Either have your students write down this observation or have them discuss it with their partner/group.

Step 3: Once all your students have analyzed the sources, students will take a second piece of their squared paper and draw and/or write the answer to the following question: **Based on your primary sources, what was life like for an outlaw in Brown's Park?**

- At the bottom of their paper, require your students to somehow note which sources they used (can be writing the name of a paper, a description of the picture). Consistent citation or alignment with standardized citations such as MLA, APA, or Chicago is not required, as this exercise is to get students used to the idea of seeing and using cited materials as they work.
- Collect the paper or ask your students to store it away until part 5.



Activity, Part 3: Reading Secondary Sources

Students will analyze secondary sources that relate to outlaw life in Brown's Park. Through reading/viewing these sources, students will see how other historians have gathered information about the past and how it expands on their knowledge of the past. This lesson plan includes [10 secondary source materials](#) for your students to analyze. Feel free to supplement materials if you have additional resources that you feel your students should analyze.

Step 1: Have students get into pairs. Each student will receive 5 sources to analyze. Ensure that each student has a mix of visual (photographs) and textual-based sources to analyze.

- If your classroom is short on time, expand the group size. Try to ensure students receive an equal number of sources.

Step 2: Students will read/look at their sources and make a minimum of one observation from each source. Either have your students write down this observation or have them discuss it with their partner/group.

SUGGESTIONS FOR OLDER STUDENTS:

- AFTER HAVING YOUR STUDENTS ANALYZE THE PRIMARY SOURCE MATERIALS, ENCOURAGE THEM TO USE THEIR PHONES, LAPTOPS, OR VISIT A COMPUTER (AT SCHOOL OR AT HOME) TO FIND THEIR OWN PRIMARY SOURCE MATERIAL(S) RELATED TO THIS TOPIC.
 - HAVE YOUR STUDENTS CRITICALLY ANALYZE THE PRIMARY SOURCES FOR POTENTIAL BIASES THAT THE PEOPLE MAKING THE SOURCES HAD WHEN THEY MADE THE SOURCE.
 - WHEN WRITING/DRAWING THE ANSWER TO THIS SECTION'S QUESTION, REQUIRE STUDENTS TO USE CONSISTENT (MLA, APA, CHICAGO, ETC) CITATION ON THEIR PAPER
- Encourage students to think about and discuss with their groups how these secondary sources are different or similar from the primary source materials that they read.
 - Try to impress upon children that some secondary sources are more quality than the others. For example, what is the importance of a source from a .gov organization as opposed to a .net?

Step 3: Students will take out their third piece of squared paper and draw and/or write the answer to the following question: ***Based on your secondary sources, what was life like for an outlaw in Brown's Park?***

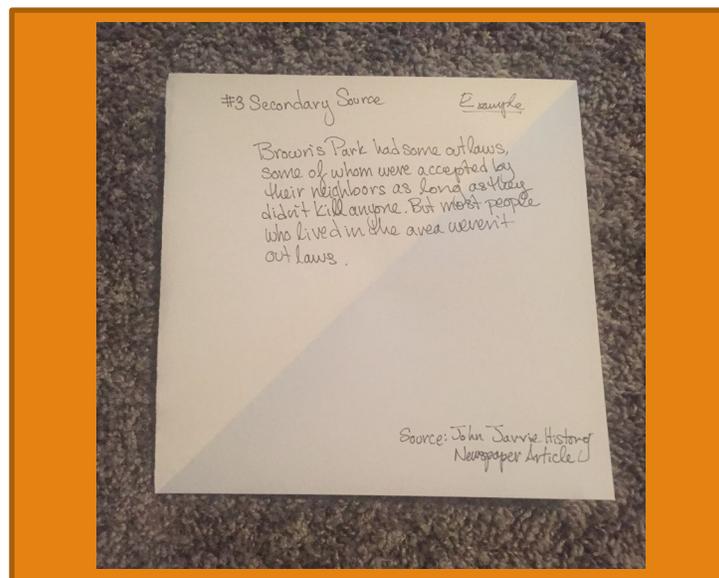
- At the bottom of their paper, require your students to somehow note which sources they used (e.g. can be writing the name of a paper, a description of the picture). Consistent citation or alignment with standardized citations such as MLA, APA, or

Chicago is not required, as this exercise is to get students used to the idea of seeing and using cited materials as they work.

- Collect the paper or ask your students to store it away until part 5.

SUGGESTIONS FOR OLDER STUDENTS:

- AFTER HAVING YOUR STUDENTS ANALYZE THE SECONDARY SOURCE MATERIALS, ENCOURAGE THEM TO USE THEIR PHONES, LAPTOPS, OR VISIT A COMPUTER (AT SCHOOL OR AT HOME) TO FIND THEIR OWN SECONDARY SOURCE MATERIAL(S) RELATED TO THIS TOPIC.
- WHEN WRITING/DRAWING THE ANSWER TO THIS SECTION'S QUESTION, REQUIRE STUDENTS TO USE CONSISTENT (MLA, APA, CHICAGO, ETC) CITATION ON THEIR PAPER
- SET TIME ASIDE FOR A DISCUSSION IN CLASS FOR WHAT MAKES A GOOD SECONDARY SOURCE (NUMBER OF CITATIONS, CITATIONS THAT SUPPORT THE GENERAL ARGUMENT, CITATIONS THAT REFERENCE REAL, QUALITY PRIMARY SOURCES). CAN EXTEND TO DISCUSSION ON NEWS REPORTING.
- HAVE YOUR STUDENTS CRITICALLY ANALYZE THE SECONDARY SOURCES FOR POTENTIAL BIASES THAT THE PEOPLE MAKING THE SOURCES HAD WHEN THEY MADE THE SOURCE.



Second Activity, Part 4: Analyzing and Compiling Sources

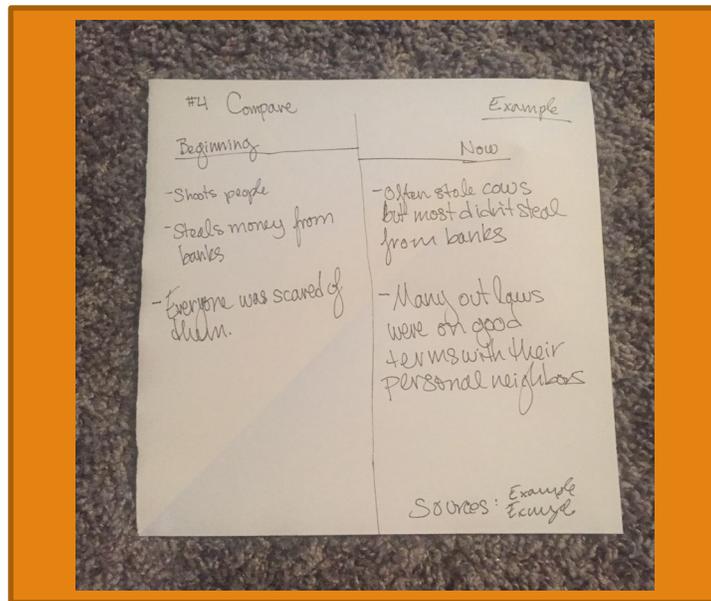
Students will come together to discuss their findings while reading the primary and secondary sources from this lesson plan.

Step 1: Have your students get into pairs/groups. Discuss what they learned from the primary and secondary sources.

- How did it match up with their folkloric/fictional idea of what an outlaw was?
- What kind of source did they feel had the greatest impact on them and what they thought an outlaw was?
- Have students discuss the ways in which their idea about outlaws changed (or did not change) after reading these sources.

Step 2: Students will take out their fourth piece of squared paper and draw and/or write the answer to the following prompt: **Compare your original idea of outlaws to your idea of outlaws after reading the sources.**

- At the bottom of their paper, require your students to somehow note which sources they used (can be writing the name of a paper, a description of the picture). Consistent citation or alignment with standardized citations such as MLA, APA, or Chicago is not required, as this exercise is to get students used to the idea of seeing and using cited materials as they work.
- Collect the paper or ask your students to store it away until part 5.



SUGGESTIONS FOR OLDER STUDENTS:

- WHEN STUDENTS GET INTO GROUPS, REQUIRE THAT THEY WRITE DOWN WHAT THE DIFFERENCES AND SIMILARITIES THEY SAW BETWEEN PRIMARY SOURCES AND SECONDARY SOURCES.
- WHAT KINDS OF BIASES DID YOUR STUDENTS FIND IN THE SOURCES THEY READ (SEXISM, RACISM, CLASSISM, ETC.)? HOW DO STUDENTS THINK THESE BIASES CHANGE THE WAY THE INFORMATION IS PORTRAYED? IS THIS KIND OF BIAS SIMILAR TO MODERN SOURCES SUCH AS THE NEWS?
- REQUIRE A SHORT 1-2 PAGE PAPER WHERE EACH STUDENT WRITES/TYPES WHAT THE VALUE OF EACH OF THE SOURCES ARE? WHY IS IT IMPORTANT TO USE PRIMARY, SECONDARY, AND EVEN FOLKLORIC SOURCES WHEN WRITING A HISTORICAL PAPER?
 - THIS CAN ALSO WORK AS AN IN-CLASSROOM DISCUSSION.
- WHEN WRITING/DRAWING THE ANSWER TO THIS SECTION'S QUESTION, REQUIRE STUDENTS TO USE CONSISTENT (MLA, APA, CHICAGO, ETC) CITATION ON THEIR PAPER

Second Activity, Part 5: Compilation of Booklet & Presenting Information

Each student should have 4 pieces of paper with the written and/or drawn answers to the lesson's questions that they created over the course of the lesson plan. Over the course of this lesson, teachers should have either collected the papers from each student or asked their students to store their pictures in their desks or in a folder.

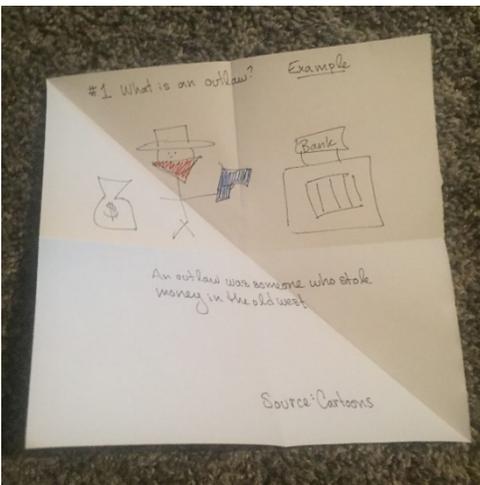
Step 1: Either return each students' papers or ask them to retrieve it from their desks/folder.

Step 2: Lead your class through the origami folds of the papers that will help them create the booklets. Practice the following steps before leading your students through this process.

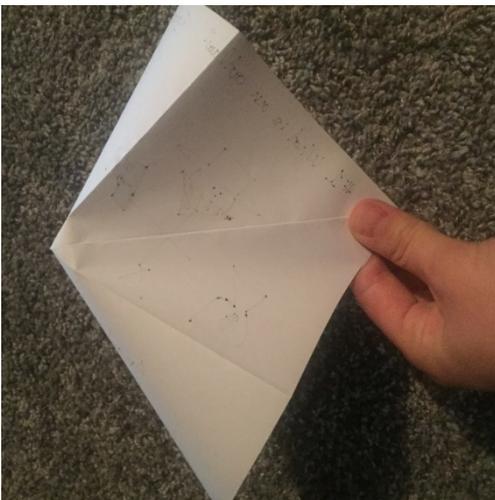
A: Fold each square of paper in half both ways (hotdog and hamburger style).



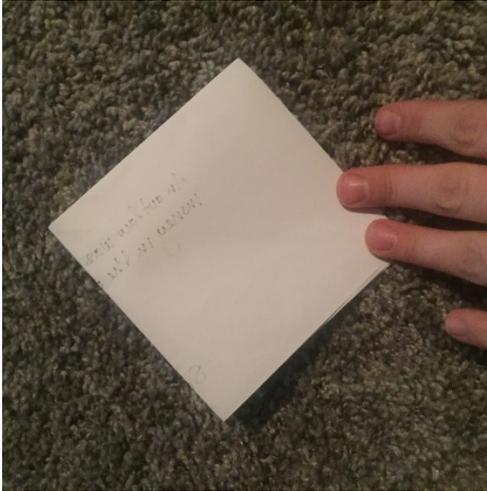
B: Fold a crease diagonally through the paper. There should be three folds at this point.



C: Bring the corners on the diagonal fold together.



D: Press down so that the part of the paper showing is the part that does not have folds. The creases of the diagonal fold should go inward. Repeat with each piece of paper.



E: Ensure each piece of paper is facing the same way. The open side of each page should face the same way. Glue the flat sides together.



Step 3: Hand out 2 pieces of square color construction paper and long pieces of string/ribbon to each student.

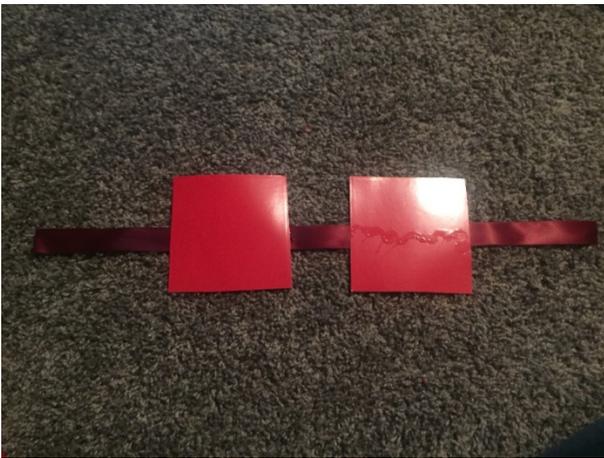
The pieces of colored paper should be cut to fit the size of the paper as it folded (so that it fits the smooth side of the folded paper as shown in Step 2: D & E.

Practice the following steps before leading your students through this process.

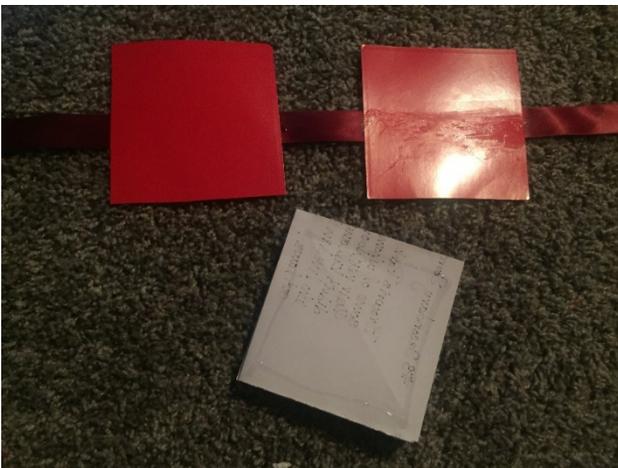
A: Lay the piece of ribbon/string flat on the desk.



B: Place glue on the two colored squares and stick them to the ribbon/string. Leave a gap in between the two pages so that the book can easily be opened and closed.



C: Place glue onto the pieces of paper and glue them to the inside of your book.



D: Glue the pages of your book into the inside of your covers.



When you finish your book, it can be opened so that each page folds out and folds in easily.



Step 4: Allow your students booklets to dry. While the booklets are drying, debrief the project with your students.

- Do your students feel like they understand the difference between primary sources, secondary sources, folklore/fiction sources?
- Why is each type source important in your students' opinion? Which made the biggest impact on your students?
- What kind of source impacted your students the most?
- Why is it important to be able to tell the difference between each source?
- Can your students name primary sources, folklore/fiction, and secondary sources that they see in their daily lives (stories their families tell, newspapers, news on the television, movies and documentaries they watch, books they read, etc.)?
- Which of these sources do your students use most often?

Lesson Assessment

At the end of the two lesson plans, arrange chairs in the classroom in a circle for a discussion on the lesson plan. Go around the circle and ask your students to answer the following questions:

1. What did you learn from these activities?
2. What was your favorite part of each of the activities?
3. What was your least favorite part of each of the activities?

Once your students have answered each of these questions (or as many of the questions they felt comfortable answering, ask the group in general:

1. What do you wish you wish you had learned during this lesson?
2. What parts do you want to try again?

Encourage your students to comment on each other's comments and to have a discussion about what they learned, what they liked, what they didn't like as they take turns in the circle.

For students who are less inclined to talk, you can also present these questions on the board and have them write their answers down to hand in at the end of the class.

Jarvie Ranch Visit Extension

In this lesson plan, your students have explored many written and visual examples of primary and secondary sources that relate to the history of outlaws in and around Jarvie Ranch. While your students explore the John Jarvie Historical Ranch site, they will have the opportunity to interact with primary sources such as artifacts, buildings, the land itself, historic catalogues, etc. They will also have opportunity to read secondary sources such as historic signs and listen to historic interpretations.

Before the Visit:

If you had not already explained to your students the differences between primary, secondary and folkloric/fictional sources, walk your students through the differences. You may want to use the [first activity](#) listed in this document. The materials and worksheet for this lesson are listed [at the end](#) of this lesson plan.

If you have already walked through the differences between primary, secondary, and folkloric/fictional sources, introduce your students to the idea that sources can be more than just texts and pictures. They can include artifacts, buildings, gravestones, the land, museum plaques, etc.

During the Visit:

[Use the next page's worksheet](#) while your students explore the site. In the worksheet, your students will be asked to find a primary and secondary source on the site that relates to the outlaw history of Brown's Park and Jarvie Ranch.

After the Visit:

If you have already worked through [Activity 2 in this lesson plan](#), either have a class discussion or have your students break down into groups to talk about how their visit relates to the booklet they made.

- Why is it important to have primary sources that are pictures or writing?
- What kind of source did they relate to more—artifacts or writing/pictures?

If you have not worked through Activity 2, have your students create a booklet that will help them identify, differentiate, and analyze different kinds of sources. As they work, ask them to integrate their findings at the ranch into their booklets.

Name: _____

Find one primary source (e.g. artifact, the landscape, etc.) that focuses on outlaws. Write the name of or draw a picture of this source. Write one sentence describing what you learned from this source.

--	--

Find one secondary source (e.g. a sign, a museum guide, etc.) that focuses on outlaws. Write the name of or draw a picture of this source. Write one sentence describing what you learned from this source.

--	--

Names: _____

Butch Cassidy robbed a bank in the 1880s and then fled to his outlaw hideout! Many people were interested in the robbery and lots of sources were made.

Next to each source about the robbery, write which kind of source it is. Is it a primary source, a secondary source, or a folkloric/fictional source?



A newspaper article from the day of the robbery that shows how much money was taken.	
A bank employee's oral history of the robbery.	
A movie about the robbery made in 2020.	
A documentary movie about the robbery on PBS.	
A newspaper article about the robbery written 10 years after it happened.	
A folk song written about Butch Cassidy's robbery.	
A historical fiction book written about the robbery.	
A nonfiction book written about the robbery with lots of primary sources.	
A picture of Butch Cassidy riding away from the bank to his hideout.	

TEACHER COPY

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A newspaper article from the day of the robbery that shows how much money was taken.	Primary Source
A bank employee's oral history of the robbery.	Primary Source
A movie about the robbery made in 2020.	Folklore/Fictional Source
A documentary movie about the robbery on PBS.	Secondary Source
A newspaper article about the robbery written 10 years after it happened.	Secondary Source
A folk song written about Butch Cassidy's robbery.	Folklore/Fictional Source
A historical fiction book written about the robbery.	Folklore/Fictional Source
A nonfiction book written about the robbery with lots of primary sources.	Secondary Source
A picture of Butch Cassidy riding away from the bank to his hideout.	Primary Source

For students who prefer visual/tactile learning, cut out the following squares and have students physically sort out which source goes into which category.

For this version, show students a photo of Butch Cassidy, explain his history as a famous outlaw and the time period he operated in, and ask students to sort the following sources into three categories. If a student struggles with reading, pair them with a student(s) with strong reading skills and encourage them to focus on sorting after their friend helps them read each card. The goal of the activity is not to get to the right answer on the first try, it's to think critically about sources.

Group thinking, collaboration, and asking for help is encouraged.

Oral history of someone who saw Butch Cassidy rob a bank.

Newspaper article from the day Butch Cassidy robbed a bank.

Picture of Butch Cassidy riding away from a robbery.

A movie made about the robbery made in 2020.

A folk song about Butch Cassidy's robbery.

A historical fiction book made about the day Butch Cassidy robbed a bank.

A PBS documentary about Butch Cassidy robbing a bank.

Newspaper article about the bank robbery written 10 years later.

A nonfiction book written by a historian about the bank robbery.

TEACHER COPY

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Primary Sources

Oral history of someone who saw Butch Cassidy rob a bank.

Newspaper article from the day Butch Cassidy robbed a bank.

Picture of Butch Cassidy riding away from a robbery.

Secondary Sources:

A movie made about the robbery made in 2020.

A folk song about Butch Cassidy's robbery.

A historical fiction book made about the day Butch Cassidy robbed a bank.

Folkloric/Fictional Sources:

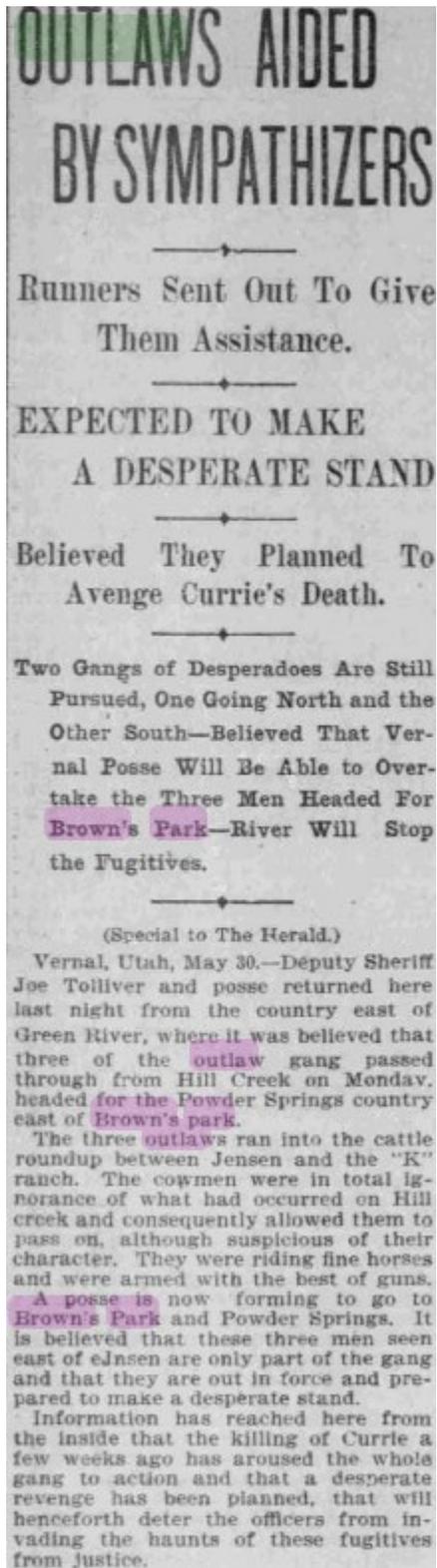
A PBS documentary about Butch Cassidy robbing a bank.

Newspaper article about the bank robbery written 10 years later.

A nonfiction book written by a historian about the bank robbery.

Primary Sources Hand Outs

“Outlaws Aided by Sympathizers.” *Salt Lake Herald-Republican*, (Salt Lake City, UT). May 31, 1900. Retrieved from DigitalNewspapers.org



Outlaws Aided by Sympathizers.

....

Two gangs of Desperados Are Still Pursued, One going North and the Other South—Believed That Vernal Posse Will Be Able to Overtake the Three Men Headed for Brown's Park—River Will Stop the Fugitives

.....

Vernal, Utah, May 30—Deputy Sherriff Joe Tolliver and posse returned here last night from the country east of Green River, where it was believed that three of the outlaw gang passed through from Hill Creek on Monday, headed for the Powder Springs country east of Brown's Park.

The three outlaws ran into the cattle roundup between Jensen and the "K" ranch. The cowmen were in total ignorance of what had occurred on Hill Creek and consequently allowed them to pass on, although suspicious of their character. They were riding fine horses and were armed with the best of guns.

A posse is now forming to go to Brown's Park and Powder Springs. It is believed that these three men seen east of Jensen are only part of the gang and that they are out in force and prepared to make a desperate stand.

Information has reached here from the inside that the killing of Currie a few weeks ago has roused the whole gang to action and that a desperate revenge has been planned, that will henceforth deter the officers from invading the haunts of these fugitives from Justice.

LONE FERRYMAN IS VICTIM OF ROBBERS

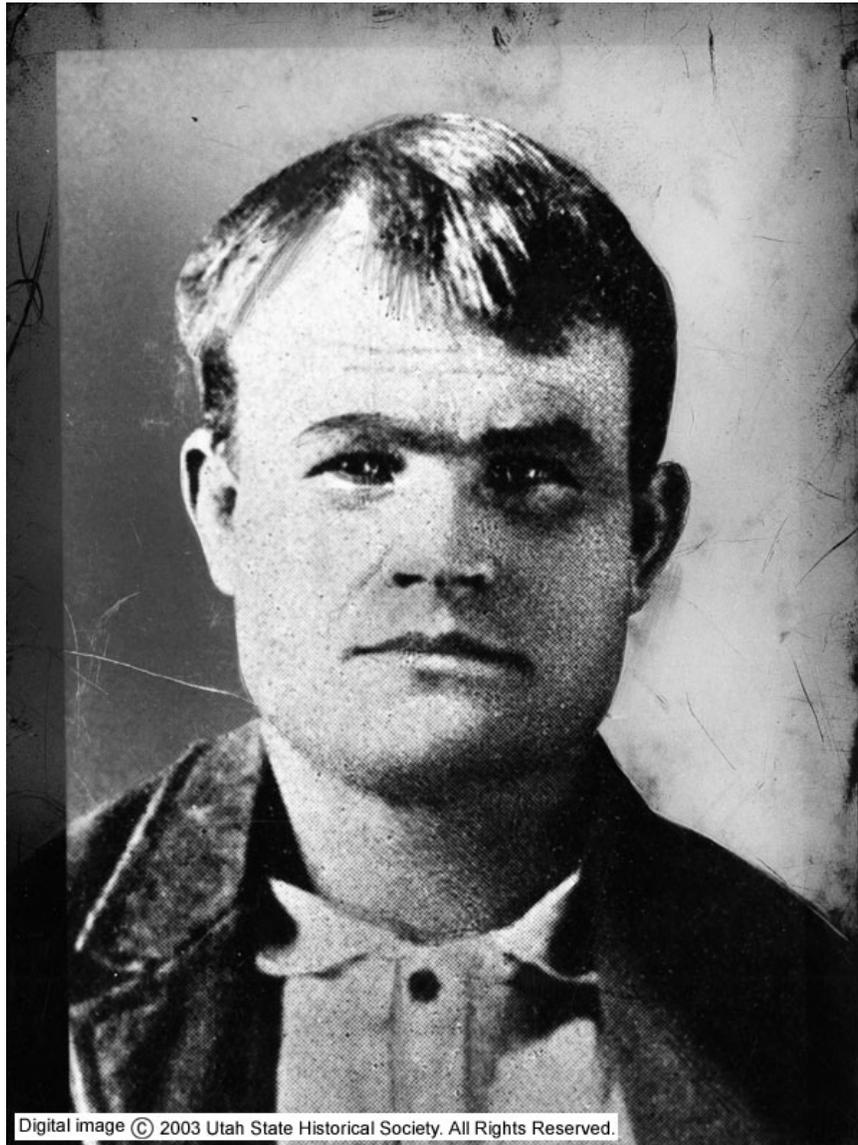
ROCK SPRINGS, Wyo., July 9.—John Jarvie, well known throughout this section, is believed to have been murdered by robbers at his store at Brown's park, near Bridgeport, Utah. James Jarvie, a son, went to his father's place on July 7 but could not find the old man. There was blood on the floor in the house and traces of it were found on the way to the ferry, which was run by the storekeeper. The old man kept a considerable amount of money in the store, as his place is far from a bank, and it is believed that robbers killed him in a fight for the money. Posses are hunting for the murderers. Four sons, James, John, Archie and Thomas, are among the leaders in the pursuit.

"Lone Ferryman is Victim of Robbers." *Salt Lake Telegram* (Salt Lake City, UT). July 9, 1909. Retrieved from DigitalNewspapers.org.

Lone Ferryman Is Victim of Robbers

Rock Springs, Wyo., July 9—John Jarvie, well known throughout this section. Is believed to have been murdered by robbers at his store at Brown's Park, near Bridgeport, Utah. James Jarvie, a son, went to his father's place on July 7 but could not find the old man. There was blood on the floor in the house and traces of it were found on the way to the ferry, which was run by the storekeeper.

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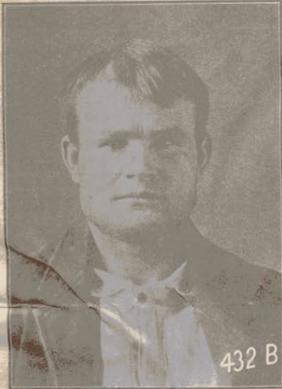


Digital image © 2003 Utah State Historical Society. All Rights Reserved.

“George LeRoy Parker (Butch Cassidy).” George LeRoy Parker (Butch Cassidy), as he appeared when he entered the Wyoming Penitentiary on 15 July 1894, at age 27. From Utah State Historical Society Classified Photo Collection.

Butch Cassidy Wanted Poster, photograph, Date Unknown;
 (https://texashistory.unt.edu/ark:/67531/metaph19985/: accessed December 27, 2019),
 University of North Texas Libraries, The Portal to Texas History, https://texashistory.unt.edu;
 crediting Tarrant County College NE, Heritage Room.

Below appear the photographs, descriptions and histories of GEORGE PARKER, alias "BUTCH" CASSIDY, alias GEORGE CASSIDY, alias INGERFIELD and HARRY LONGBAUGH alias HARRY ALONZO.



GEORGE PARKER.
 First photograph taken July 15, 1894.

Name.. George Parker, alias "Butch" Cassidy, alias George Cassidy, alias Ingerfield.
Nationality..... American
Occupation..... Cowboy; rustler
Criminal Occupation..... Bank-robber and highwayman, cattle and horse thief
Age.. 36 yrs. (1901).. *Height*.... 5 feet 9 in
Weight.. 165 lbs.... *Build*..... Medium
Complexion.. Light .. *Color of Hair*.. Flaxen
Eyes.... Blue..... *Mustache*.. Sandy, if any
Remarks:—Two cut scars back of head, small scar under left eye, small brown mole calf of leg. "Butch" Cassidy is known as a criminal principally in Wyoming, Utah, Idaho, Colorado and Nevada and has served time in Wyoming State penitentiary at Laramie for grand larceny, but was pardoned January 19th, 1896.



GEORGE PARKER.
 Last photograph taken Nov. 21, 1900.



HARRY LONGBAUGH.
 Photograph taken Nov. 21, 1900.

Name..... Harry Longbaugh, alias "Kid" Longbaugh, alias Harry Alonzo alias Frank Jones, alias Frank Boyd, alias the "Sundance Kid"
Nationality..... Swedish-American .. *Occupation*..... Cowboy; rustler
Criminal Occupation..... Highwayman, bank burglar, cattle and horse thief
Age..... 35 years..... *Height*..... 5 feet 10 in
Weight.... 165 to 175 lbs..... *Build*..... Good
Hair..... Blue or gray..... *Complexion*..... Medium
Mustache or Beard..... (if any), natural color brown, reddish tinge
Features..... Grecian type..... *Nose*..... Rather long
Color of Hair..... Natural color brown, may be dyed; combs it pompadour.
 IS BOW-LEGGED AND HIS FEET FAR APART.
Remarks:—Harry Longbaugh served 18 months in jail at Sundance, Cook Co., Wyoming, when a boy, for horse stealing. In December, 1892, Harry Longbaugh, Bill Madden and Henry Bass "held up" a Great Northern train at Malta, Montana. Bass and Madden were tried for this crime, convicted and sentenced to 10 and 14 years respectively; Longbaugh escaped and since has been a fugitive. June 28, 1897, under the name of Frank Jones, Longbaugh participated with Harvey Logan, alias Curry, Tom Day and Walter Putney, in the Belle Fourche, South Dakota, bank robbery. All were arrested, but Longbaugh and Harvey Logan escaped from jail at Deadwood, October 31, the same year. Longbaugh has not since been arrested.

We also publish below a photograph, history and description of CAMILLA HANKS, alias O. C. HANKS, alias CHARLEY JONES, alias "DEAF" CHARLEY, who may be found in the company of either PARKER, alias CASSIDY or LONGBAUGH, alias ALONZO, and for whom a proportionate amount of a \$5,000.00 reward is offered by the GREAT NORTHERN EXPRESS COMPANY upon arrest and conviction for participation in the Great Northern (Railway) Express robbery near Wagner, Mont., July 3rd, 1901.



CAMILLA HANKS.
 Photograph taken 1899.

Name.. O. C. Hanks, alias Camilla Hanks, alias Charley Jones, alias Deaf Charley
Nationality..... American .. *Occupation*..... Cowboy
Criminal Occupation..... Train robber; an ex-convict
Age..... 38 years (1901)..... *Height*..... 5 feet 10 in
Weight.... 156 lbs..... *Build*..... Good
Complexion..... Sandy..... *Color of Hair*..... Auburn
Eyes..... Blue..... *Mustache or Beard*..... (if any), natural color sandy
Remarks:—Scar from burn, size 25c piece, on right forearm. Small scar right leg, above ankle. Mole near right nipple. Leans his head slightly to the left. Somewhat deaf. Raised at Yorktown, Texas, fugitive from there charged with rape; also wanted in New Mexico on charge of murder. Arrested in Teton County, Montana, 1892, and sentenced to 10 years in the penitentiary at Deer Lodge, for holding up Northern Pacific train near Big Timber, Montana. Released April 30th, 1901.

HARVEY LOGAN, alias "KID CURRY," referred to in our first circular issued from Denver on May 15, 1901, is now under



"Cassidy, Butch-Cabin P. 1" Butch Cassidy's cabin in Little Hole above Brown's Hole. See "Outlaw Trail" by Kelly. Photo by: Russell Frazier. Charles Kelly, donor. From Utah State Historical Society.

ANOTHER BLOODY CHAPTER IN BROWN'S PARK HISTORY

(Special Correspondence.)

Vernal, July 15.—Roy Colton, who came in last night from the Bromide mine, via Brown's park, confirms the report of the murder of Matt Rash, the well-known rancher of that section, by some unknown parties. The fact that Rash had long been a resident of that section meant his death by violent means sooner or later, as one by one the inhabitants of that wild section have bitten the dust. It is regarded here as simply one more link in a chain of crime that stands unparalleled by any section on earth.

Brown's park has long been notorious as an abiding place for desperate

men, and the news of a fresh murder causes no surprise, being considered as simply along the course of natural events. Every ranch in Brown's park has its graveyard, and the tales that are told of its bloody history are wild and woolly in the extreme.

Mr. Colton states that no clue to the murderers has yet been found. The chances are that the perpetrators will never be known outside of the small circle that are well versed in the inside history of society as it exists in the Brown's park country.

The resident of Brown's park who has not at least been shot at is considered a very tame person, and it is doubtful if such a one exists.

"Another Bloody Chapter in Brown's Park History." *Salt Lake Herald-Republican* (Salt Lake City, UT). July 18, 1900. Retrieved from DigitalNewspapers.org

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Josie Morris **Appears in** **Life Magazine**

An illustrated article about Mrs. Josie Bassett Morris, Jensen, is in the January 5 issue of Life Magazine.

Calling her the "Queen of the Cattle Rustlers," the photos show Mrs. Morris demonstrating the manner in which she would rustle a cow if she were a cattle rustler.

Several excellent shots of Mrs. Morris are shown against a background of Joe Haslem's cattle and Uintah County hills.

The photographs were made and the material secured for the article by a Life photographer and reporter last August.

"Josie Morris Appears in Life Magazine." *Vernal Express* (Vernal, UT). January 8, 1948.
Retrieved from DigitalNewspapers.org

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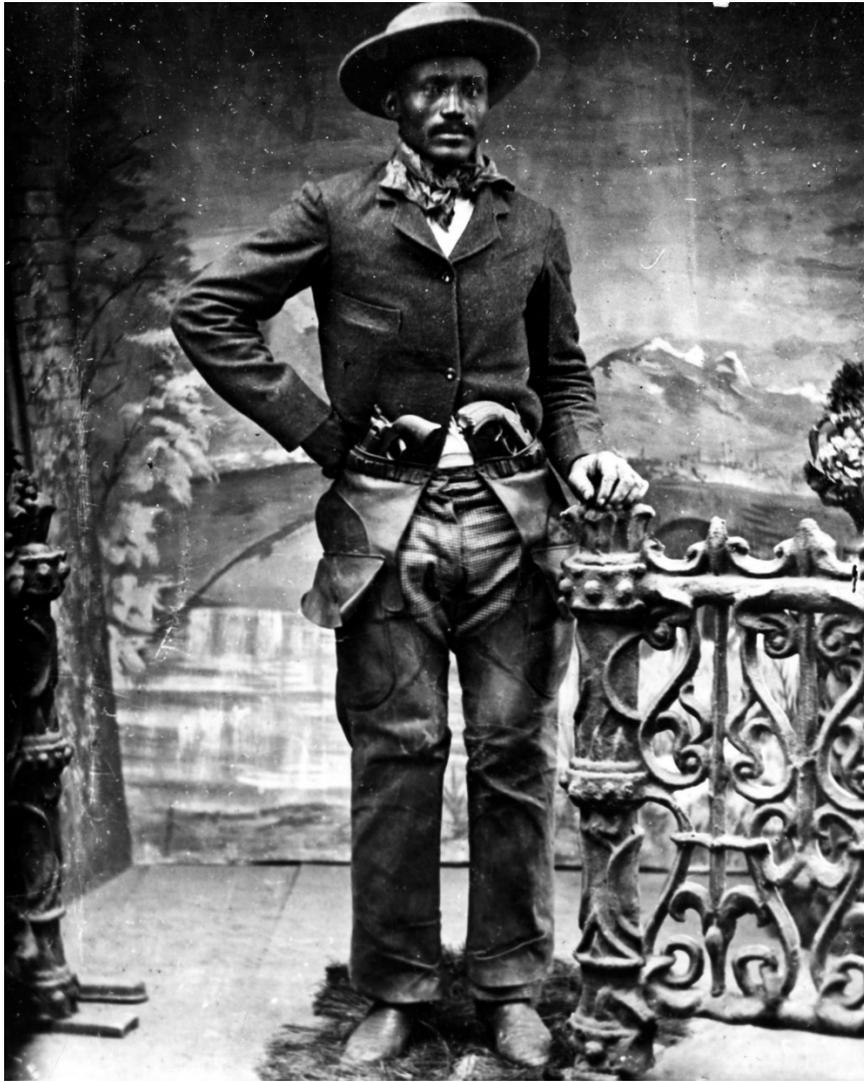


Digital Image © 2002 Uintah County Library. All rights reserved.

“Josie Bassett Morris.” Morris was a known associate of the Wild Bunch gang in her younger years, and she and her sister, Ann Bassett Willis, were thought to have been cattle rustlers (thieves). Photo retrieved from Uintah County Library Regional History Center.



“Bennett, Jack-Grave P.1” Grave of Jack Bennett on the Bassett Ranch, Killed by a mob in retaliation for a murder of a local. Bennett built John Jarvie’s stone house. Image from Utah State Historical Society.



“Blacks in Utah—Isom Dart.” Cowboy, cattle rustler in Brown’s Park. From Utah State Historical Society.

Secondary Sources Hand Outs

Grave marker for Jesse Ewing, prospector and outlaw. Buried at John Jarvie Historical Ranch. Photo taken by Kylee Ehmann June 1, 2019.

Text reads:

“Jesse Ewing. Prospector. B. D. 1885. Lived about 3 miles north of here at the head of ‘Jesse Ewing Canyon.’ Jesse Arrived in Brown’s Park in 1867. He was ambushed by Frank Duncan in dispute over affections of Madam Forrestal. Buried by John Jarvie and Albert (Speck) Williams.”



Browns Park contains many historical structures

One of the more fascinating sites administered by the Bureau of Land Management in Utah is the John Jarvie Historic Ranch in Browns Park near the Colorado and Wyoming borders. The area is named for John Jarvie, a Scotsman who settled in Browns Park in 1878 and soon established a store and post office, according to BLM spokesmen.

Jarvie's store was a regular stopping place for anyone traveling through or living in the three corners area. Some of the more notable visitors to the Jarvie property were outlaws Butch Cassidy, the Sundance Kid and Ann Bassett who was known as Queen of the Rustlers.

There are many historic structures and artifacts found on the 35 acre Jarvie property. Most notable among the remains are a stone house, dugout,

blacksmith shop and livestock corrals. The stone house was built in 1888 by an outlaw who rode with the Wild Bunch. He was later hanged by vigilantes for his part in a local murder. A small collection of local artifacts and antiques still can be viewed within the house.

The BLM welcomes visitors to Browns Park and the Jarvie property, but cautions them that this remote area is accessible only by dirt roads. Because no services are available in the area, persons should carry extra gasoline, tire chains, food and water, and a shovel. Information about road conditions can be obtained from the BLM Vernal District Office.

Also at the Vernal District is a brochure containing historical information and a detailed map showing access roads into Browns Park and the Jarvie property.

sarily guarantee social standing. Rich and poor alike were subjected to the same laws of nature and, thus, competed for survival as equals. Cooperation and mutual interdependence were mandated by the Brown's Park stage. Certainly personality conflicts and rivalries existed but they were reduced to pettiness by the necessities of the physical setting. While the Hoys and the Crouses might maintain a verbal feud, they could always count on mutual assistance in cases of illness or serious crisis. Genteel Southerner Elizabeth Bassett befriended and depended on ex-slave Isom Dart while ferryman and storekeeper John Jarvie occasionally employed known outlaws without fear for life or property. Such seemingly incongruous situations were merely Brown's Park's way of dealing with its physical setting.

Response to its physical situation gave Brown's Park a particular set of mores. The Brown's Park mores, in turn, created a society with a unique outlook on the nature of law. Two major related themes dominated the area from 1871 until 1913: cattle rustling and outlaw sheltering. The permanent residents in Brown's Park, who were considered to be law abiding by their peers, were nearly all cattle rustlers to some degree. Those who were not rustlers were content to allow known law breakers to inhabit their valley periodically. Brown's Park had developed its own code of ethics.

The code of ethics applied equally to the permanent "law abiding rustlers" and the transient outlaws. Both groups developed ethics which fit their situations and rejected those of society which did not. Both had a Robin Hood orientation. The rustlers would acquire stock at the expense of the larger outfits (consequently, approval of rustling diminished as the size of the rustler's own herd grew) and the outlaws would take from the rich (banks and

railroads) and give to the poor (themselves).⁴⁸ While Brown's Park tolerated thievery, it held life as sacred and would not condone murder. Jack Bennett paid with his life for his association with killers. John Jarvie's murderers, although they escaped, were pursued beyond the Park. Ann Bassett carried out a vendetta against a cattle baron suspected of ordering murder. While Brown's Park existed outside certain definitions of the law, it strictly adhered to its own code of ethics.⁴⁹

Beneath the periodic outbursts of excitement, the "existences in quiet" which made up the majority of the Brown's Park citizenry, continued their unheralded day to day activities which, as Morgan wrote, "express the shape of human experience."

Genealogy Research of the West

Was Tom Horn framed?

By Kerry Ross Boren

Several years ago I had the opportunity to do some in depth research into the life of Tom Horn, notorious "rustler exterminator," when actor Robert Redford wanted to do a movie of this controversial character's life. However, Steve McQueen was doing a similar film at the time and so my research never saw the screen, but it left me with a considerable amount of material and a burning question in my mind—was Tom Horn framed for the crime for which he was hanged?

In the early morning hours of July 8, 1900, Tom Horn shot the horse of Matt Rash in Brown's Park, to lure him from his cabin, and when Rash came out, Horn put three 30-30 slugs into him; in the lung, the hip, and his back.

Matt Rash, who was the nephew of the famous Davy Crockett, was also the finance of Queen Ann Bassett of Brown's Park, and Queen Ann readily accused Horn (who was using the alias of Jim Hicks) of the crime, but Horn laughed it off. Ann later confronted Horn alone in a cabin on Cold Springs Mountain and attempted to shoot him, but Horn dodged behind an upturned table and escaped. Ann soon after barely missed being killed when a 30-30 slug came through the window of her house and passed near her head.

On October 11, 1900, Horn ambushed and killed the Negro rustler, Isom Dart, a close personal friend of Ann Bassett. Shortly thereafter, George Bassett (Ann's brother) discovered a note pinned to his front door which read: **LEAVE THE PARK WITHIN TEN DAYS OR SUFFER THE CONSEQUENCES. TOM HORN.** George "left between days" and went to Alaska and did not return until he learned that Horn was dead, several years later.

On November 20, 1903, Tom Horn was hanged at Cheyenne, Wyoming for the alledged killing of 14 year old Willie Nickell. Young Willie had been shot at the gate of his father's ranch as he stopped and dismounted to open it. A rock had been placed beneath his head where he lay - a "calling card" employed by Horn to collect his \$500 bounty on rustlers. But young Willie Nickell was not a rustler.



TOM HORN

Subsequent events proved interesting. Queen Ann Bassett married one Hi Bernard, foreman of the Two-Bar Cattle Company, but divorced him when she learned that Bernard had been the man who paid Tom Horn the \$1,000 for the killing of Rash and Dart.

This writer had the privilege of knowing two of the participants in these events - Josie Bassett and James E. Harvey. Harvey had told me earlier that a man named Joe Good had killed Willie Nickell and not Horn. Josie Bassett confirmed it.

"His name was Jose Bueno, but we just called him Joe Good. He was a friend of mine and of Ann's for many years. He was the man who drove the wagon which hauled the body of my dead husband, Emerson Wells, from Linwood to Brown's Park for burial back in 1914.

Josie also related the circumstances under which Willie Nickell was killed and Tom Horn framed. She stated that Ann Bassett herself had hired Joe Good to go to Wyoming and kill Tom Horn, "by any method he could." Failing in this, whether through lack of opportunity or courage, Joe Good killed Willie Nickell and placed Horn's calling card under his head.

Is the story true? Josie swore it was, and James E. Harvey informed me that Good used a rare caliber rifle not found in this region, an antique caliber. But it was a well known fact that Horn used only a 30-30 Winchester. Wouldn't the inquest prove that Horn was innocent?

Through rare good fortune, I obtained a copy of Horn's trial appeal transcript which had been handled by Douglas Preston, one time attorney general of Wyoming (and mouthpiece of Butch Cassidy), and left among his possessions in boxes in his garage after his death. The copy is extremely rare. The appeal was based on the fact that a weapon "other than a 30-30 caliber" had been used to kill Willie Nickell. Therefore, Tom Horn was certainly framed for the crime for which he was hanged.

Finally, however, the questions can also be asked, "Was Tom Horn really hanged?" Certainly there were witnesses to the hanging, but Queen Ann Bassett swore until her death that Horn was not the man who was hanged, and that he lived out his life in South America. Ada Piper, the sister-in-law of the outlaw Elza Lay, wrote in a letter dated 1963: "I knew that old murder (er) & dog of a man Tom Horn....Horn is buried in Lander (Wyo.) and he was never hung, died from booze about four years ago...."

Did Tom Horn die on the gallows, or did he somehow survive to die an alcoholic in Lander, Wyoming in 1959? Maybe we will never be certain, but the thing of which we are now certain is that Tom Horn was framed for the killing of Willie Nickell. It's another little bit of history that should be corrected, so that the devil may get his dues.

Horn's cousin, Eva Horn Whitehead of Missouri, wrote to this writer a few years ago, stating:

"Cousin Tom was guilty of many of the killings which were attributed to him, but one thing which I and my family all knew for certain, because Tom told his brother before he died, he did not kill Willie Nickell!"

At Horn's hanging, he requested that the song "Life's Railway to Heaven" be sung. Perhaps it was appropriate, because he was indeed railroaded to the gallows.

"Historical Dugout Site on Jarvie's Ranch (Campbell Ranch)" Report from Archeological Dig of June 29, 1981.

HISTORICAL DUGOUT SITE ON JARVIE'S RANCH (CAMPBELL RANCH)
Confirmation of Wall Damage
Archaeological Dig of 6/29/81

Location: The dugout is located on the former Jarvie homestead about 70m to the west of the nearest standing building. The site, recently known as the Campbell Ranch, is located on the north bank of the Green River in the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Section 23 of T2N, R24E, of the Clay Basin, Utah, 1952 edition, map #6. See page #4 for detailed location.

History: The Jarvie homestead was started by Scotsman John Jarvie and his wife Nell around 1876. John Jarvie established a store on the location and, when Due Parsons died, John took over the running of the ferry built by Parsons.

Between 1881 and 1887 John Jarvie also, as the first postmaster in Brown's Park, ran the post office out of his store.

Famous outlaws such as Butch Cassidy, the Sundance Kid and Elza Lay and others reputedly used the dugout on Jarvie's place as a planning headquarters/hideout. Matt Warner worked as ferryman for Jarvie and might have used the dugout as sleeping quarters. The last owners of the Jarvie homestead, the Campbells, ran a little museum on the place mostly of early Brown's Park pioneer history and memorabilia.

Purpose: The purpose of the archaeological dig was to expose the north wall of the dugout and determine how extensively that wall had been damaged by midden pressure and also what buckling had occurred on the eastern wall and to the roof cover.

Methodology: A backhoe was provided by the Vernal District BLM and digging commenced from the western corner of the dugout. A trench was cut the length of the entire north wall. This trench extended approximately 2m. to the north of the wall and 3m deep, thus exposing the entire wall.

“Jesse Ewing Canyon.” From *Utah Place Names*.



Jesse Ewing Canyon

from: *Utah Place Names*

JESSE EWING CANYON (Daggett County) drains from Clay Basin into the Green River at Browns Park. Jesse Ewing was an eccentric, moody prospector, outlaw, and murderer of the 1860s who lived near the head of his namesake canyon. He was killed by Frank Duncan in a dispute over a mutual lady friend.

>S1,T2N,R24E,SLM to S7,T2N,R25E,SLM.

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The Outlaw Trail. New York: Bonanza Books, 1938.



EXPLANATION OF SYMBOLS...

1. An asterisk (*) following a place name indicates past or present habitation.
2. When a series of letters and numbers are present towards the end of an entry after the ">" symbol, the first group indicates section/township/range as closely as can be pinpointed (i.e., S12,T3S,R4W,SLM, or USM). A section equals approximately one square mile, reflecting U.S. Geological Survey topographic map sections. Because Utah is not completely mapped, some entries are incomplete. In this case, whatever information is available will be provided. The second group, when present, is altitude in feet followed by meters in parentheses [i.e., 6,000' (1,829m)]. Altitude is not included with canyons or deserts with varying altitudes.

SOURCE...

Utah Place Names. Salt Lake City, Utah : University of Utah. University of Utah Press, 1990.

AUTHOR...

Van Cott, John W.

USE RESTRICTIONS...

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<http://www.uofupress.com>

"Morris, Josie Bassett, Ranch Complex." Utah National Register Collection. From Utah Division of State History.

CLASSIFIED STRUCTURE FIELD INVENTORY REPORT
(Attach 4" x 5" Black and White Photograph)

REGION RMRO PARK/AREA NAME Dinosaur National Mon. PARK NUMBER 1400
STRUCTURE NAME Josie Bassett Morris Cabin STRUCTURE NUMBER HS-200
(SMT 1)
LOCATION OF STRUCTURE Solix Mountain, UT 7.5' Quad PARK LOCATION CODE PG
NATIONAL REGISTER _____ DATE: / / MANAGEMENT CATEGORY: (A) (B) (C) (D)
NPS LEGAL INTEREST Fee MANAGEMENT AGREEMENT: NO

Check all of the following categories for which NPS has treatment responsibility:

Stabilization Cyclic Maintenance Routine Maintenance Approved Ultimate Treatment

(ROCKY MOUNTAIN REGION USE ONLY)

APPROVED ULTIMATE TREATMENT OR RESOURCE MANAGEMENT PLAN, CULTURAL COMPONENT DESIGNATION

Preservation (PP) Restoration (RR) Reconstruction (CC)
Adaptive Preservation (AP) Adaptive Restoration (AR) Adaptive Reconstruction (AC)
Neglect (NG) Remove (RM) No Approved Treatment (NO)

Approval Document _____ () Document Date: / /

Estimated Treatment Costs _____

Stabilization: \$ _____ Date: / / Level of Estimate: (A) (B) (C)
Approved Treatment: \$ _____ Date: / / Estimator: (Region) (DSC) (A&E)

STATEMENT OF SIGNIFICANCE:

Date of Construction: / / 1924 Date of Alterations: periodic through 1960
Architect/Designer: J. Bassett Morris Historical Theme(s): Post-1900 Ranching/Outlaws
History of Structure: Built by Josie Bassett Morris, Brad McKnight & Chess (VII A4 & V) as square cabin, later wing (cooking area) added & various other modifications (G2) made by Josie & friends. Josie married to Brown's Park, 1970s, well known as local ranchers & bank thieves. Josie, through Bassett family, associated with many of areas more famous criminals. Josie lived in cabin until 1961.

Evaluation of Structure: Historic Theme Contributing Non-Contributing xx

National Register Criteria: A B C D (Include integrity statement)

Cabin in original location, aside from proactive steps taken by NPS & natural deterioration from ground water, resource retains integrity. Represents late 19th & early 20th century subsistence ranch. Nearby landscape adds to "feeling".

Bibliography: Josie B. Morris Interviews, Dinosaur NM; Scott Chev personal communications with SF Mehls, 5/17/85; Land Files, Dinosaur NM.

Representation in Other Surveys: 1975 LCS Survey

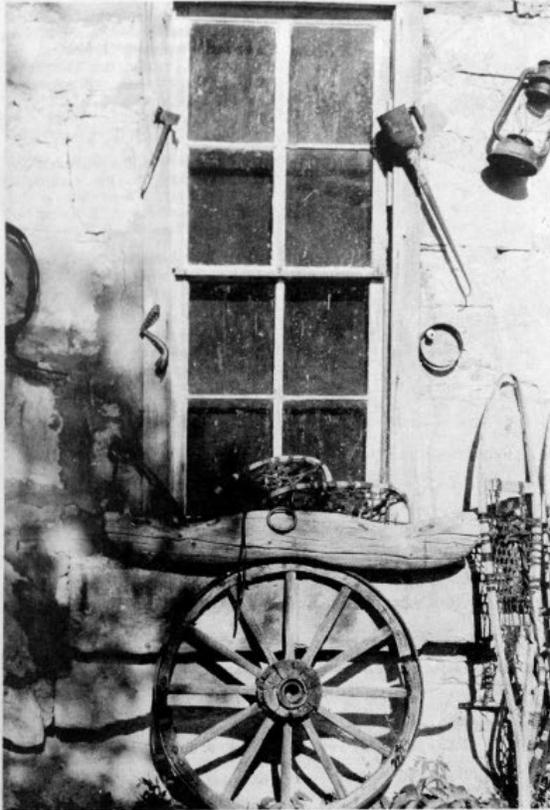
If structure has been removed, how? OT/Original Location Date: / /

Report prepared by: Staven F. Mehls Date: 5 / 15 / 85

Condition: Poor
Significance: L
Documentation: Fair
Internal Impacts: M/POP
External Impacts: S/ERO

Browns Park

Outlaw store excavated



REMINDEES OF the past adorn the wall of a stone building on the Jarvie Ranch in Browns Park.

The colorful history of the John Jarvie property in Browns Park is being uncovered by the slow excavation of what is believed to have been the center of his enterprising stewardship—his store and house.

Four BLM employees have been at the site this summer digging out two-meter square sections where the store house are believed to be.

In 1873 John Jarvie moved with his new bride to Browns Park, then noted as a hideout for outlaws and rustlers. Jarvie, a scotman, ran a saloon in Rock Springs, Wyo. before he moved to Browns Park. He and his wife lived six months in a low ceiling dugout while they built their store and house.

The dugout was built from railroad logs which washed down the Green River during a flood. The Jarvie property is ideally situated about 100 feet from the north bank of the river.

During its most popular time there were over 5,000 head of cattle in the Browns park area. Daily mail service to the park was a link between Vernal and Rock Springs.

"They had better mail service then than we do now," said Ted Sinclair, care-taker and tour guide of the property.

Because the Browns Park area was used by famous outlaws as Butch Cassidy, the Sundance Kid, and Matt Warner, Jarvie is said to have been acquainted with them and his dugout was allegedly used as their hideout.

The purpose for the excavation of the store is the desires of many people—to create an on-site museum of the area, said Earl Smith, BLM.

According to Pam Smith, archaeologist at the dig, progress in excavating the store is slow because of the hardness of the soil.

During the summer two volunteer workers and two archaeologist have been at the site.

"I wish we could say that we have found the pistol of Butch Cassidy, but most of the artifacts we've uncovered have been small items," Miss Smith said showing some of the nails and a Levi pant's snap.

Eventually the storehouse will be recreated as a living museum, said David Soupe, BLM recreation advisor.

There are four graves on the Jarvie property. Two of the men were drown in the river. The other two graves belong to Jesse Ewing a prospector, and a Mr. Robinson who Ewing killed in a squabble over a mining claim.

"Ironically Jarvies buried the two side by side," Susan Zeller, volunteer at the dig said.

In 1909 Jarvie was murdered and his store ransacked by two transient workers from Rock Springs, Wyo. His body was placed in a boat and pushed out into the Green River. It was discovered eight days later just above the Gates of Lodore in the eastern end of Browns Park. He is buried in the Lodore Cemetery, and his murderers were never captured.

In December last year, the Bureau of Land Management purchased the 35 acres which belonged to Jarvie and now conducts tours of the property, and excavation.

The most notable of the structures on the property is the stone house built in 1888 by John Bennett, who learned to be a mason while in prison. Bennett was hung by vigilantes for his part in the murder of a local man. The plank from which he was hung is now in the stone house as part of a small museum. Under the plank is a quote from the local newspaper reporting the hanging as being "jerked to glory."

It's a two-hour-ride into Browns Park which is accessible from Diamond Mountain, northwest of Vernal or from Dutch John. Tours of the Jarvie property are conducted 8 a.m. to 5 p.m. Monday through Friday.



SOIL TAKEN from the excavation is screened to locate any artifacts taken from the dig at the Jarvie Ranch.

"Outlaw Store Excavated." *Vernal Express* (Vernal, UT). July 23, 1982. Retrieved from DigitalNewspapers.org

Brandon Johnson for Utah Humanities © 2008, "Isom Dart," Utah Stories from the Beehive Archive, accessed December 28, 2019, <https://www.utahhumanities.org/storiesOld/items/show/132>.

Title

Isom Dart

Description

The mysterious murder of an African-American rancher in Daggett County.

In 1900, African-American rancher Isom Dart was gunned down while walking from his cabin to his corral in Brown's Park, a valley that straddles the borders of Utah, Colorado, and Wyoming. No one was ever charged with Dart's murder, but it's widely thought that his killer was legendary hired gun and range detective Tom Horn.

According to historical sources, Darts' real name was Ned Huddleston, a former slave from Arkansas, who after gaining his freedom turned to cattle rustling, first in Mexico and Texas and then in Colorado. The life of a cow thief, however, seemed eventually to run its course with Huddleston. He changed his name to Isom Dart, moved to Browns Park, and formed an alliance with a group of small-scale cattle ranchers, including Matt Rash and Ann Bassett, to resist incursions by powerful cattle barons connected with the Snake River Stock Growers Association. The Association charged Dart and his friends with stealing their cattle and altering their brands. When Dart and other Browns Park ranchers began receiving threatening notes, likely from the stock growers association, advising them to leave the region or face grim consequences, Dart defiantly stayed put.

Within weeks of the warnings, two men found the decomposing body of Dart's friend Matt Rash in his cabin. He had been shot at least twice in the torso. Locals suspected that Rash's murderer was a drifter named James Hicks, who mysteriously left the area right around the time Isom and others began receiving the ominous notes telling them to make themselves scarce. When Hicks popped up again after Rash's death, whispering that Dart was the dead man's killer, the Brown's Park community refused to believe it. Their support, however, couldn't save Isom Dart. That fall, he was ambushed, and fell dead from gunshot wounds only a few steps from his cabin.

Rumors later surfaced that Hicks, the presumed assassin, was none other than Tom Horn, who had been hired by the Snake River cattle barons to snuff out opposition from Browns Park's lesser ranchers. Ironically, Horn was later hanged in Wyoming for the alleged murder of teenage sheepherder Willie Nickell.

“John Jarvie Historic Ranch.” U.S. Department of the Interior Bureau of Land Management. <https://www.blm.gov/learn/interpretive-centers/john-jarvie-historic-ranch>. Accessed December 28, 2019.



JOHN JARVIE HISTORIC RANCH

Explore where the wild west is still wild, where Butch Cassidy and the Sundance Kid hid out from the long arms of the law, where traders made a mint, and where a business complemented the turn-of-the-century frontier life in Brown's Park.

In 1880, John Jarvie, a Scotsman built a ranch along the Green River to offer store goods to those that lived or traveled in this wild territory. Jarvie chose this location due to a naturally occurring river crossing which was used by Indians, fur trappers, travelers, and local residents. At its height, the Jarvie ranch operation included a store, post office, river ferry, and cemetery.

At the historic ranch, you'll find the stone house, which is a one-room, rectangular building. It was built by outlaw Jack Bennett, using masonry skills he learned in prison. This is also the museum where displays decorate the walls and a video of the history of the ranch can be viewed. You'll also get to duck inside the two-room dugout where John and his wife Nellie first lived. It is built into a hillside with a south-facing entrance overlooking the Green River. You can stroll over to the blacksmith shop and corral, which were constructed using hand-hewn railroad ties which drifted down from Green River, Wyoming, during high water. Finally, you get to pretend shop at the general store where Mr. Jarvie sold goods, which is a replica of the original which was built in 1881. It is furnished with many artifacts from the Jarvie period and also contains the original safe which was robbed from the men that murdered John Jarvie.

Developed camping is available at Bridge Hollow or Indian Crossing campgrounds nestled along the Green River, adjacent to the ranch. There you'll have several launch points for floating the Green River. If you're a fisherman, you won't want to miss the blue ribbon fishing opportunity from the Flaming Gorge Dam down to the Colorado State line.

QUICK LINKS

[BROCHURE »](#)

[JUNIOR EXPLORER ACTIVITY BOOK »](#)

VOLUNTEER

The ranch is in need of volunteers to assist with interpretation, general maintenance and Respect and Protect messaging.

Visit Volunteer.gov or call the Vernal Field Office for more info.

RESPECT AND PROTECT



FLICKR ALBUM



Other Resources

If you have time, or if your students are interested, here are additional resources related to the outlaws who visited in and around Brown's Park. These sources require internet connection to watch/listen to, so ensure that all of your students have easy internet access at school and at home if you decide to assign them out of class or as part of the lesson plan as a whole.

- Utah Famous, Episode 1 "Butch Cassidy"
<https://podcasts.apple.com/us/podcast/butch-cassidy/id1482593435?i=1000452587921>
- Stuff You Missed in History Class, "SLCC Live! Robber's Roost, Outlaw Hideout"
<https://www.iheart.com/podcast/stuff-you-missed-in-history-cl-21124503/episode/slcc-live-robbers-roost-outlaw-hideout-30207415/>
- The History Guy, "Butch Cassidy, The Sundance Kid, and Etta Place: Part 1"
<https://www.youtube.com/watch?v=85HkuJ1Zliw>
- The History Guy, "Butch Cassidy, The Sundance Kid, and Etta Place: the Final Chapter"
<https://www.youtube.com/watch?v=lgF3MRxpx2E>
- *Butch Cassidy and the Sundance Kid* (1969) **Rated PG**
- Utah Digital Newspapers <https://digitalnewspapers.org/>

Related to Outlaw Life in the American West

- Footnoting History, "Who was Bass Reeves?"
<https://www.footnotinghistory.com/home/who-was-bass-reeves>
- Stuff You Missed in History Class, "Who was the real Lone Ranger?"
<https://www.iheart.com/podcast/stuff-you-missed-in-history-cl-21124503/episode/who-was-the-real-lone-ranger-30208074/>
- *Adam Ruins Everything*, "Adam Ruins the Wild West"
<https://www.trutv.com/shows/adam-ruins-everything/blog/adams-sources/adam-ruins-the-wild-west.html>

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"Bennett, Jack-Grave P.1" Grave of Jack Bennett on the Bassett Ranch, Killed by a mob in retaliation for a murder of a local. Bennett built John Jarvie's stone house. Image from Utah State Historical Society.

"Blacks in Utah—Isom Dart." Cowboy, cattle rustler in Brown's Park. From Utah State Historical Society.

Brandon Johnson for Utah Humanities © 2008, "Isom Dart," Utah Stories from the Beehive Archive, accessed December 28, 2019, <https://www.utahhumanities.org/storiesOld/items/show/132>.

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Butch Cassidy Wanted Poster, photograph, Date Unknown; (<https://texashistory.unt.edu/ark:/67531/metaph19985/>; accessed December 27, 2019), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting Tarrant County College NE, Heritage Room.

"Cassidy, Butch-Cabin P. 1" Butch Cassidy's cabin in Little Hole above Brown's Hole. See "Outlaw Trail" by Kelly. Photo by: Russell Frazier. Charles Kelly, donor. From Utah State Historical Society.

"Echoes from the Dust Early Brown's Park Outlaw Was Robin Hood to Needy." *Vernal Express* (Vernal, UT). April 25, 1974. Retrieved from DigitalNewspapers.org.

"Echoes from the Dust Josie Morris, Brown's Park Pioneer Tells of Early Day History." *Vernal Express* (Vernal, UT) August 1, 1974. Retrieved from DigitalNewspapers.org.

"Echoes from the Dust Matt Warner Ranch May Become Play Center." *Vernal Express* (Vernal, UT). March 14, 1974. Retrieved from DigitalNewspapers.org.

"Echoes from the Dust Stirring Wild West Episodes Abound in Early History of Brown's Park Cattlemen." *Vernal Express* (Vernal, UT). June 27, 1974. Retrieved from DigitalNewspapers.org.

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"Echoes from the Dust Want Murder of Flynn Apprehended." *Vernal Express* (Vernal, UT). October 17, 1974. Retrieved from DigitalNewspapers.org.

“George LeRoy Parker (Butch Cassidy).” George LeRoy Parker (Butch Cassidy), as he appeared when he entered the Wyoming Penitentiary on 15 July 1894, at age 27. From Utah State Historical Society Classified Photo Collection.

Grave marker for Jesse Ewing, prospector and outlaw. Buried at John Jarvie Historical Ranch. Photo taken by Kylee Ehmann June 1, 2019.

“Historical Dugout Site on Jarvie’s Ranch (Campbell Ranch)” Report from Archeological Dig of June 29, 1981

“Isom Dart.” <https://www.findagrave.com/memorial/7939442/isom-dart>

“Jesse Ewing Canyon.” From *Utah Place Names*, UtahEducationNetwork.org

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“Josie Bassett Morris.” Morris was a known associate of the Wild Bunch gang in her younger years, and she and her sister, Ann Bassett Willis, were thought to have been cattle rustlers (thieves). Photo retrieved from Uintah County Library Regional History Center.

“Josie Morris Appears in Life Magazine.” *Vernal Express* (Vernal, UT). January 8, 1948. Retrieved from DigitalNewspapers.org.

Kerry Ross Boren. “Was Tom Horn Framed?” *Vernal Express* (Vernal, UT). May 21, 1981. Retrieved from DigitalNewspapers.org.

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Tricia Wagner “Isom Dart (1849-1900)” <https://www.blackpast.org/african-american-history/isom-dart-1849-1900/>

William L. Tennant. *John Jarvie of Brown’s Park* (Salt Lake City: Utah State Office Bureau of Land Management, 1981).