



John Jarvie Historic Ranch

Authored by: Joel Arvizo-Zavala, Amanda Scheuerman, Kylee Ehmann

Grade 4-5

Acknowledgements

The Bureau of Land Management, Vernal Field Office, reached out to the Utah State Historic Preservation Office, a branch of Utah Division of State History, in the Spring of 2019 to do a two part project. The first was to implement and complete a detailed archaeological catalog of the artifacts at Jarvie Historic Ranch, which was completed by Chase Roberts. The second Part was to design, create, and develop curriculum related to Jarvie Ranch. We would like to thank the BLM for the opportunity to take part in the Jarvie Historic Ranch Project.

The American West Center generously loaned multiple historic maps that were used in the development of the Jarvie Historic Ranch Curriculum Project. We are grateful to the American West Center for the use of these maps and the wealth of knowledge shared.

Table of Contents

Contents

- [How to Use This Curriculum](#).....1
- [Pedagogy and Teaching Methods](#).....2
- [Curriculum Objectives](#).....3
- [Summary of Standards](#).....4
- [John Jarvie Ranch Historical Site Introduction](#).....6
- [History & Architecture](#).....11
- [Ecology of Brown’s Park](#)..... 27
- [Geology of Brown’s Park](#)..... 46
- [Outlaws in Brown’s Park](#)..... 80
- [Ranching in Brown’s Park](#)..... 133
- [Jarvie Ranch Store](#)..... 153
- [Ute History and Maps](#)..... 164
- [Jarvie Ranch Extension, Ute Lifeways](#) 182

How to Use This Curriculum

This curriculum brings together history, science, social studies, art and more as a way to create a high level of engagement between students and teachers. This interdisciplinary approach creates the space for educators to help their student immerse themselves in the content and provides lessons and activities that get students thinking differently about their learning. The curriculum is organized as follows:

- a) **Background Knowledge for Teachers:** throughout the curriculum you will see that each lesson provides essential background knowledge for teachers to review prior to teaching the lesson to their students. This background knowledge is an essential ingredient to delivering full and relevant content to the students and is presented in a way to spark the curiosity of teachers to engage in the material in meaningful ways with their students.
- b) **Additional Resources:** at the end of each lesson supplemental materials and resources are available for teachers to review, view, and more in preparation for teaching these lessons. These supplemental materials are there to support both teachers and students in 'diving deeper' into the content and to peruse material that can support learning and instruction. We encourage educators to look through these materials prior to teaching the lesson to see how you might incorporate them into your plan.
- c) **Student Content:** Some of the lessons have specific student content that you can easily copy and provide directly to students. This student-specific content is written (Lexiled) for the specific grade the lesson plan targets and will provide opportunities for your students to engage in direct reading of lesson content. Feel free to utilize this student content as precursor to lesson activities, to promote and develop literacy skills, and more.
- d) **History Primary and Secondary Sources:** since this curriculum was created as a partnership between the Utah Bureau of Land Management (BLM) and the Utah Division of State History, there are numerous primary and secondary sources provided for you and your students. Utilize these resources as suggested in the lesson plans but also feel free to explore ways to use these sources to hone in on literacy and critical thinking skills.
- e) **References and Citations:** At the end of each lesson educators will find relevant citations and references that were used to inform the curriculum. Please utilize these resources to gain further knowledge (academic or otherwise) regarding the content and information that is presented in the lessons. Feel free to reach out to the curriculum authors to find out more information about relevant literature and references that can inform you teaching.

Pedagogy and Teaching Methods

This curriculum is designed to help both educators and students learn about the John Jarvie Historical Ranch in an engaging and inquiry-driven way. We want educators to read through the lesson content and to engage their own curiosities about how things work (the architecture lesson), the history of people who utilized the ranch for good and not so good (the outlaw lesson), the ties to Native American experience and culture (the Ute lesson), and more. Each of the lessons presented in this curriculum takes a unique approach to student learning. The history-focused lessons emphasize critical thinking, use of historical documents, and interactive experiences to support internalization of lesson content. The science focused lessons create opportunities for teachers and students to collaborate, use inquiry-based learning, and to remain open and curious about the scientific process. It is with these things in mind that all educators, historians, public officials and more who use this curriculum will be able to demonstrate to students that learning is a lived experience; something that allows all of us to experiment and try out new things. Pedagogically speaking there are three main elements to the lessons in this curriculum:

- a) Through the hands-on activities we encourage teachers to give their students freedom to explore content, openly share ideas, and think creatively.
- b) We want both students and educators to use these lessons plans to learn about the John Jarvie Historical ranch and to fuel a passion for life-long learning of historical sites and the geology, ecology, and social histories surrounding them.
- c) Mostly, we want students to have an opportunity to develop academic and social skills that will serve them well as they progress through the education system but also as future scientists, historians, and more.

These lessons are an opportunity for everyone involved to have fun, be engaged in learning, and to try out new techniques that lend themselves well to deep and profound learning. We hope that you enjoy teaching these lessons as much as we had writing and creating them.

Curriculum Objectives

In addition to aligning creative, inquiry-based learning practices with Wyoming, Utah, and Colorado's educational standards, the lesson plans in this curriculum have specific learning outcomes that tie specifically to the John Jarvie Historical Ranch site. These learning outcomes are broad, allowing for some leeway in how educators and their students feel they were met by the information and activities in each lesson plan. The following intended learning outcomes are repeated at the bottom of the second page of each lesson plan:

Intended Learning Outcomes:

Ute Map Lesson: Students will become familiar with Ute Lifeways, dispossession, and culture.

Jarvie Ranch Store: Students will understand how people in rural communities ordered goods required for daily life.

Ranching in Brown's Park: Students will understand ranching culture in the American West and the importance of ranchers in the expansion of the United States.

Outlaws of Brown's Park: Students will define, recognize, and analyze primary, secondary and folkloric documents.

Geology: Students will see geology as part of a dynamic system with which humans interact.

Ecology of Brown's Park: Students will understand the ways in which the environment is a complex, interconnected system.

History & Architecture: Students will learn the basics of engineering through the history and use of place-based learning.

In addition, the following lesson plans are intended to encourage the development of life skills that will assist students in their academic and personal life. The following life skills are covered in the curriculum, though not every lesson plan is built to develop each:

Agricultural literacy, Analytical thinking, creative inquiry through art, critical thinking, cultural inclusivity, economics and culture, geography, historical interpretation, historical thinking, interpretive skills, language arts, literacy development, logic development, mapping, mechanics and engineering, media literacy, observations, scientific inquiry, teamwork, using and citing sources (differentiating between primary and secondary sources), visual analysis.

The specific life skills used in each lesson plan are located on the second page of each plan in the bottom left-hand corner.

Summary of Standards

The lesson plans in this curriculum were created to tie into the science, language arts, social studies, library media, and fine arts standards of Wyoming, Utah, and Colorado. Using the standards laid out by each state, these lesson plans encourage students and educators to explore these topics in ways that encourage creativity, critical thinking, and hands-on learning.

Not every lesson plan contains standards that applies to each of these core studies. For example, the Ute Lesson plan does not contain any science standards, while the Geology does not contain any library media standards. Listed below are a broad summary in how the three states' standards were combined and used to create a comprehensive and dynamic set of lesson plans.

Science: The science standards used for project are interpreted to encourage students to think about the process of science rather than the end results. Instead of encouraging students to try to reach a singular “correct answer,” the standards ask educators to get students to think about the thought processes that go into science (critical thinking, trial and error, hypotheses, experimentation). These processes are reflected in the National Research Council’s “Three-Dimensional Science,” which reframes science as practices (the doing of science), crosscutting concepts (patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change), and disciplinary core ideas (being teachable and learnable, emphasizing interdisciplinary sciences, relating to the interests of students).

Language Arts: The language arts standards used for this project are interpreted to encourage students to read primary sources, secondary sources and other informational texts thoroughly, critically, and comprehensively. Students are not expected to understand every word, but they are expected to be able to read, synthesize, and summarize the works that they have read. Educators should use this to build up foundational skills such as reading with fluency and accuracy.

Social Studies: The social studies standards used for this project are interpreted to encourage students to think about their place in the historical narrative. Students are expected to be able to identify cause and effect and how events impact each other, how historical events are interpreted by different groups of people, and which groups of people

(indigenous, settlers, modern immigrant groups) make up and are integral to a region's history.

Library Media: The library media standards used for this project are interpreted to encourage students to read primary sources, secondary sources and other informational texts thoroughly, critically, and comprehensively. Additionally, students are expected to be able to identify primary, secondary, and folkloric sources and determine if they are trustworthy and factual documents.

Fine Arts: The fine arts standards used for this project are interpreted to encourage students to integrate artistic representations and thinking into STEM (Science, Technology, Engineering, Math) and into historical thinking. Artistic processes such as crafting are integrated into other processes to reinforce the other standards in creative ways.

For a complete list of all standards from all three states as they apply to each lesson, refer to page 3 of each lesson plan.

John Jarvie Ranch Historical Site Introduction

Historic Jarvie Ranch is located in Daggett County, Utah, in a basin called Brown's Park. Brown's Park sits on the border between present-day Utah and Colorado with its northern boundaries sometimes reaching into Wyoming. Today, the region is known as Brown's Park, however it was also known as Brown's Hole in the nineteenth century. The basin's name was changed to Brown's Park after John Wesley Powell decided "Park" was more indicative of its beauty.¹

Ever since the Bureau of Land Management acquired Jarvie Historic Ranch in 1982, extensive efforts have been made to preserve the history of the ranch and its buildings. The BLM has carefully constructed a cultural resource management plan to recreate life as it was in the 1880s and early 20th century. Jarvie Ranch, which was registered on the National Register of Historic Places in 1985, has around a dozen and a half buildings and structures that date to the Jarvie period (1880-1909). These buildings recreate ranch life on the frontier.

In the spring of 2019, the BLM reached out to the Utah State Historic Preservation Office to complete a two part project for Historic Jarvie Ranch. The first portion of the project included a detailed catalog of all of the artifacts found at Jarvie Ranch. This was completed by Chase Roberts in the summer of 2019. The second portion of the project involved the development of a series of curricula that included the ecology, geology, architecture, and history of Jarvie Ranch. This was completed by Amanda Fountain-Scheuerman, Joel Arvizo-Zavala, and Kylee Ehmann.

On the surface, this looks like a singular local and perhaps regional history. The Jarvie Ranch has been a favorite for thousands of visitors looking for a glimpse into frontier life. However, the history of Jarvie Ranch and Brown's Park teaches us this and much more. The history of Jarvie Ranch teaches us about the interconnectedness of past trends and currents in history. Such events had a lasting impact on the various peoples that called Brown's Park home.

Background/History

Historic Jarvie Ranch sits along the Green River in Brown's Park. John Jarvie was a colorful figure in the late nineteenth and early twentieth century's Brown's Hole. Jarvie was a rancher and a miner. Until his death in 1909, Jarvie Ranch was the center of economic and social life in Brown's Hole. Historic Jarvie Ranch gives clues into the lifeways of early settlers in Utah, Colorado, and Wyoming. Visitors are able to experience life as it would have been on the frontier. While the ranch teaches about the region's past, its history is also linked to national trends and themes in U.S. history. The following summary reviews not only the history of Jarvie Ranch and Brown's Park, but also explores key links to the history of the United States.

¹ John W. Van Cott, *Utah Place Names: A Comprehensive Guide to the Origins of Geographic Names, A Compilation*, Salt Lake City: University of Utah, 1990, 52.

The history of Jarvie Ranch started centuries before John and Nell Jarvie settled in Brown's Park in 1880. American Indians lived and hunted in the region known to the Ute people as "A-kum-pu-wo-kuts," or Sunflower Valley, for centuries before European exploration and subsequent immigration.

Dominguez and Escalante wrote that American Indians were living in Brown's Hole in 1776 during their expedition into northern Spanish territory and in 1805, explorers such as Meriwether Lewis and William Clark led the Corps of Discovery into Brown's Hole. William Henry Ashley, the nineteenth century fur trader, gave an account of Brown's Hole in 1825. "Suddenly, the mountains drew back, the river widened, and they shot out into beautiful Brown's Hole. Ten miles below was a great campground where thousands of Indians had wintered." (Tennent pg 8). The following year, the now famous, Mountain Man rendezvous, was held at Brown's Hole.

Brown's Hole was an important location for hunters and the fur trade. Fur trappers, traders, and American Indians from all over the region would meet at Brown's Hole to trade for goods. Because American Indians already knew about the location, and had used it for generations, it became a likely spot for such meetings. Several key historical figures were mountain men that stayed in Brown's Hole including: Kit Carson, Jack Robinson, and Robert Newell.² Trader William T. Hamilton recalled that

"Besides the trappers there were at the rendezvous many Indians -- Shoshones, Utes, and a few lodges of Navajos, -- who came to exchange their pelts for whatever they stood in need of... The days were given to horse racing, foot racing, shooting matches; and in the evening were heard the music of voice and drum and the sound of dancing."³

By the 1830's Fort Davy Crockett was erected, making Brown's Hole an economic center by connecting much of the northern fur trade with the southern trade.⁴ Fort Davy Crockett was unique in that there were only three such forts erected with a dedicated mission of trading furs. Hunters and traders obtained licenses to trade with American Indians at the fort. While economically integral to the growth of the nation into the American West, the fur trade at Fort Davy Crockett only lasted until the 1840's. Fort Davy Crockett was eventually abandoned, however the fur trade continued. John Wesley Powell's journal on May 29th, 1869 hinted that Brown's Park was still occupied by numerous fur trappers when he visited the area. Although the fur trade was in decline, the region remained of interest to settlers and explorers.

² Tennent, William W. *John Jarvie of Brown's Park*. Bureau of Land Management, 1981, page 9.

³ William Thomas Hamilton, *My Sixty Years on the Plains: Trapping, Trading, and Indian Fighting*, New York City: Skyhorse, 1905.

⁴ Tennent, *John Jarvie of Brown's Park*, 9.

One such explorer was John C. Fremont. Fremont went on several expeditions in the American West to survey the region. His explorations helped facilitate Anglo-American settlement in the western territories and states. Fremont mentioned Fort Davy Crockett in 1844 during his exploration of Brown's Hole and left a comment in his journal that he found its remains.⁵

After the discovery of gold in California, Brown's Park became an integral stop for many cattle ranchers, helping in the growth of the industry. In the 1850's and 1860's, Texas cattlemen drove their livestock to Brown's Park for the winter months. Brown's Park became part of an established cattle trail during this time. Settlers, such as the prospector Sam Bassett and Annie and Warren D. Parsons arrived in Brown's Park at this time.

In the 1870's Juan Jose Herrera settled in Brown's Park. Herrera served as the territorial translator in New Mexico and was a district leader for the Knights of Labor.⁶ In 1887, Herrera temporarily left Brown's Park for New Mexico, where he founded Las Gorras Blancas - an organization that fought against Anglo-American encroachment on Northern New Mexico's land.

During this time, several cattle ranchers continued to winter their cattle in Brown's Park. The word of Brown's Park as a stop along cattle drive trails began to spread. People important to the history of Brown's Park began to settle in the valley. Dr. John Parsons was one such settler. Parsons was the son of Annie and Warren Parsons. Dr. Parsons arrived in Brown's Park in 1874. He built a ferry to cross the Green River and the first Post Office in Brown's Park in 1878. The Parsons' cabin was registered on the National Register of Historic Places until it burned down in 1978.

In addition to cattle ranchers, several people seeking to escape the law found refuge in Brown's Park. The valley strategically straddled two states - Utah and Colorado, with some of it reaching north into Wyoming. Brown's Park's location gave outlaws the ability to cross territorial and state boundaries in order to avoid capture. Outlaws and cattle rustlers such as the Sundance Kid (Harry Longabaugh), Butch Cassidy, the Tip Gault Gang, and Kid Curry (Harvey Logan) found refuge at Brown's Park.

John Jarvie was born in 1844 in Scotland. He immigrated to the United States by 1870 and lived in Rock Springs, Wyoming where he opened a saloon. Jarvie became a U.S. citizen on October 8, 1875.⁷ Jarvie married a singer named Nellie Barr when her family stopped in Rock Springs en route to Oregon. The two moved to Brown's Park in 1880 and settled along the Green River.

⁵ Tennent, *John Jarvie of Brown's Park*, 17.

⁶ Tennent, *John Jarvie of Brown's Park*, 27.

⁷ Tennent, *John Jarvie of Brown's Park*, 47.

While a store and log house were being built, John and Nellie Jarvie stayed in a dugout that was built by Bill Lawrence using skills he learned while in prison. The dugout still stands at Historic Jarvie Ranch. As soon as the three-room log house was complete, the couple moved in.

John Jarvie opened a general store and trading post along the Green River. This soon became the economic and social center of Brown's Park. People from as far as 70 miles away could purchase goods from the store. In addition to the store, Jarvie took over as postmaster for the Brown's Park Post Office in 1881. It later closed in 1887 when Jarvie was asked to investigate another post office. Jarvie decided it was better to end his position as postmaster rather than spy on a colleague. Jarvie also operated a flatboat ferry to help people across the Green River. Jarvie often took produce and farm products in lieu of payment for passage on the ferry.⁸

John Jarvie was tied intricately to the rapidly growing cattle industry as a rancher. Brown's Park was a favorite wintering spot for Texas cattlemen driving their herds to California. The gold rush and the Civil War increased the need for cattle throughout the American West and the industry really took off after the transcontinental railroad made it possible for cattle to be quickly shipped and processed for consumption. For his ranch, Jarvie built several buildings and a corral which still stand today at Historic Jarvie Ranch.

The unique geology of Brown's Park pulled John Jarvie into the mining industry. This occurred as the copper industry was exploding due to an increase in the use of brass, the invention of the electrical wire, and the telephone. Jarvie lost money in the mining venture, but he continued to search for possible mines throughout Brown's Park.

A rumor was spread that John Jarvie had a cache of money locked away in a safe in his store. Jarvie employed a man named George Hood in 1908. Hood believed that the rumors of Jarvie's hidden wealth were true. On July 6, 1909 Hood returned to Jarvie's ranch with his partner, Bill McKinley. After forcing Jarvie to the store and forced him to open the safe. The safe was next to empty with only a revolver and a one hundred dollar bill. There was a brief struggle and Jarvie ran. He only made it to the river before the two shot and killed him. McKinley and Hood tied Jarvie's body to a boat and sent him down the river. Jarvie's body was found eight days later. McKinley and Hood were never found.

Although John Jarvie's life ended abruptly and early, his ranch continues to tell his story and much more. Jarvie Ranch today is a physical reminder of life on the frontier and the history of the United States as it expanded West.

⁸ Tennent, *John Jarvie of Brown's Park*, 53.

Introduction References

Cott, John W. Van. *Utah Place Names: A Comprehensive Guide to the Origins of Geographic Names, A Compilation*. Salt Lake City: University of Utah Press, 1990.

Hamilton, William Tomas. *My Sixty Years on the Plains: Trapping, Trading, and Indian Fighting*. New York City: Skyhorse, 1905.

Tennent, William W. *John Jarvie of Brown's Park*. Bureau of Land Management. 1981.



John Jarvie Historic Ranch: History & Architecture

Authored by: Joel Arvizo-Zavala

Grade 4
Adaptable to Grades 3 or 5

LESSON PLAN DETAILS

Time Frame:

1 hour and 30 minutes [2 class periods, each at 45 minutes]

Group Size:

- 2-3 to construct the water wheel. Can also be done individually.

Materials: Complete list of materials located under the Student [Replica Waterwheel exercise](#).

Life Skills:

Critical thinking, literacy development, scientific inquiry, mechanics and engineering

Intended Learning

Outcomes:

Students will learn the basics of engineering through the history and use of place-based learning.

Jarvie Ranch History & Architecture Lesson Plan

By: Joel Arvizo-Zavala

This lesson plan is intended for fourth and fifth grades.

SUMMARY

The water wheel at Jarvie Ranch is the inspiration for this lesson. Water wheels in multiple variations have served instrumental to helping humans build their societies. From irrigation to the generation of power, water wheels have significantly influenced how we approach providing water and electricity to our growing communities. We hope that when you and your students visit Jarvie Ranch, you'll take what you learn from this lesson and apply it to what you see at the ranch.

The purpose of this lesson is to introduce students to the history and architecture of the water wheel. Through leveled reading content, students will be able to directly connect with the history and architecture of water wheels; leading to students building their own replicas of water wheels at the end of the lesson. Students will have opportunities to work in teams of two or three as well as individually.

Relevant Core Standards

Utah Standards 4th Grade

Language Arts (Reading)

1. *Informational Text – Key Ideas and Details*: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
2. *Informational Text – Craft and Structure*: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to the subject area.
3. *Informational Text – Integration of Knowledge & Ideas*: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
4. *Foundational Skills – Phonics and Word Recognition*: Know and apply grade-level phonics and word analysis skills in decoding words.
5. *Foundational Skills – Fluency*: Read with sufficient accuracy and fluency to support comprehension.

Science

1. Standard 3; Objective 1 - Demonstrate how forces cause changes in speed or direction of objects.
2. Standard 3; Objective 2 - Demonstrate that the greater the force applied to an object, the greater the change in speed or direction of the object.

Colorado Standards & Skills 4th Grade

1. Science; Standard 1; Physical Science – Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable.
 - a. Concept and Skill 1 - Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical
 - i. Evidence Outcomes: Identify and describe the variety of energy sources.
 - ii. Evidence Outcomes: Use multiple resources – including print, electronic, and human – to locate information about different sources of renewable and nonrenewable energy.
 - iii. Relevance and Application: There are multiple energy sources, both renewable and nonrenewable.
 - iv. Nature of Science: Critically evaluate model of energy, identifying the strengths and weaknesses of the model in representing what happens in the real world.

Wyoming Standards & Skills Elementary Grades

1. Science; Content Standard 4; Energy – Ask questions and predict outcomes about the changes in energy that occur when objects collide.

- a. Literacy Connections: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 2. Science; Content Standard 4; Energy – Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
 - a. Literacy Connections: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Background for Teachers

Students will be able to:

1. Identify the different types of water wheels and their various uses.
2. Understand the purpose of the water wheel at Jarvie Ranch and then use this knowledge to better understand the process of irrigation.
3. Be able to understand the architecture of water wheels and use this knowledge to build smaller replicas in the classroom setting.
4. Be able to identify three historical elements that have informed the use of the water wheel in modern times.

Introduction to Project-based Learning

In this lesson students will have access to both traditional and non-traditional content. The traditional content comes in the form of a guided reading that teachers can do with their students to gain background knowledge and information on the architecture of Jarvie Ranch. The other part of the lesson is based in project-based learning (PBL). As the teacher, you have the option to guide the students into two different directions. One is a guided PBL where you will direct students on how to create a replica water wheel as a means to learn about the basic components to the machinery. The second is a more creative and flexible PBL where you can give students the materials listed in the lesson and they can work in teams of three or four to design their own water wheel technology using the lesson and pictures provided as a guide. Either

Lesson Plan Procedure

Class One & Two

- **Create the water wheels over the course of two class periods. You are the best judge of students' abilities and time management skills.**
- **Explain the purposes of water wheels, their history, and the places they have been used throughout history.**

option will help students improve their cognitive skills in three primary ways:

- Students will have an opportunity to develop critical thinking especially when given the option to design their own water wheels without explicit instruction.
- Students will develop skills in inference by taking what they know and using that information to pilot and test a model.
- Students will learn skills inquiry skills by providing the students with time and space to ask questions and get feedback on their models.

Teacher Resource: Water Wheels

General History of Water Wheels

Existing for many centuries, water wheels have been used by many human societies for two primary purposes, to generate energy and to provide irrigation for food sources (such as crops). With the invention of the water wheel, humans were able to bring water from nearby rivers into their homes, gardens, and to generate movement to grind grain, among other things. The water wheel requires minimal upkeep and is used in many areas throughout the world as a source of irrigation for crops. The water wheel is considered to be a much more environmentally friendly and sustainable technology; especially for areas of the world where economic inequity may prevent communities from gaining access to modern technology such as hydroelectric plants. Water wheels come in three major types, undershot, overshot, and horizontal. Undershot waterwheels, typically, are emerged in a water source (e.g. river) where the force of the current moves the water wheel upwards while simultaneously collecting water. Once the water wheel reaches the top with water collected in its wells, the water is transferred to a flume, connects to an irrigation ditch, and then water is provided to crops.

The Water Wheel at Jarvie Ranch

The waterwheel located at Jarvie Ranch (a replica of the original) is an undershot water wheel that uses the current of the Green River to move the wheel from underneath. As the current from the river passes under, buckets located on the inside of the frame of the water wheel fill with water as the wheel moves upward, clockwise. Once filled, the buckets empty into a flume that leads to a trench carved out of the soil to irrigate the ranch's garden. The current replica of the original Jarvie Ranch water wheel, is located inside a small dam. Enclosed in concrete, the dam fills with water when the water level of the river rises. This process aids in water being delivered to both the water wheel and then subsequently to the nearby ranch garden.

Lesson Vocabulary

Function	An activity that is natural to the person or thing.
Irrigate	Supply water to plants or the land to help them grow.
Undershot	A waterwheel that has water flowing under it.
Version	A form of something that is different from a previous version of itself.
Specific	Clearly defined or identified
Ditch	A narrow channel dug in a field to hold or carry water away.
Replica	A copy or model of something such as art or a machine.
Creative	Using the imagination or an original idea to create something new.

Similar	Having a similar appearance or quantity of something without being exactly the same.
Ranch	A large farm where animals are kept.

Student Replica Waterwheels

Students will be provided with a set of materials to brainstorm and then build their waterwheel replicas in the classroom. The materials list is below and includes the name and quantity of each item. The process for students is the following:

Step 1: Provide students with materials listed in the table below

Materials List – Water Wheels Lesson		
Item	Purpose	Quantity per Model
Plastic Water Cups – Clear – 3 or 4oz size	Fills Buckets	4
Straws – Biodegradable or Standard	Fulcrum/Pivot	3
Hot Glue & Glue Gun <i>OR Tacky Glue (Safer Option)</i>	Attaching Buckets to Spokes	1 Gun & 2 Glue Sticks <i>OR 1 Bottle</i>
Standard School Glue	Miscellaneous	1 Small Bottle
Craft Sticks Large (Tongue depressor size)	Base of water buckets	4 (Approximately)
Clay (Quick Drying)	Hub of Water Wheel	2 ounces
Standard Ruler	Measure cuts in straws	1
Black (or another dark color) marker	Mark areas to cut on straws	1
Scissors	Cut straws to hold craft sticks	1
Duct Tape	Attaching fill buckets to wood	About 6 inches total

Step 2: Set a timer for 10 minutes to give students the ability to brainstorm their design and model.

Step 3: Set a timer for 25 minutes for student collaboration time to build their model

Step 4: Set a timer for 20 minutes for students to present their replica to the class.

Step-by-Step Guide for Miniature Replica Water Wheels

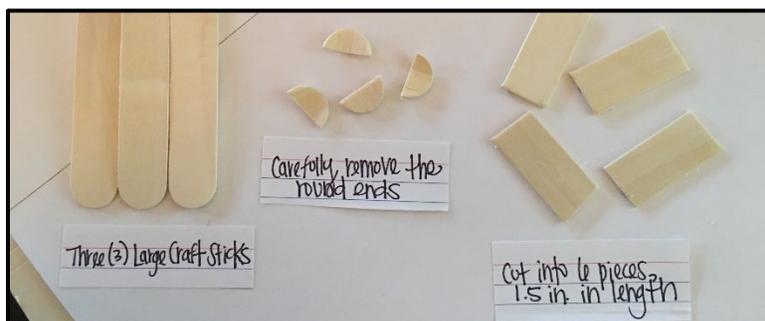
1. Pass out materials to students one-by-one starting with the quick drying clay. Students should be provided with approximately two ounces of clay but exact measurement is not necessary. Students should roll the clay into a tube that is approximately one inch in diameter and 1.5 inches long. This will serve as the hub of the water wheel. Put this aside for when it's time to assemble the water wheel.



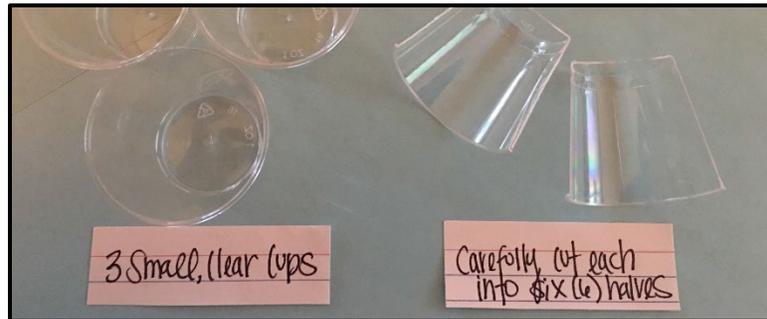
1. Pass out three straws to each student. Once complete direct them to cut the straws in half to get a total of six. Using the rulers and markers provided have the students mark each straw 2 centimeters from the end. Ensure that the marks are dark enough and go across the diameter of the straw. Lastly, cut the straw on the mark $\frac{3}{4}$ of the way across ensuring not to cut the straw all the way through but rather creating a slit which will hold the craft stick later on. Put these aside for when it's time to assemble the water wheel.



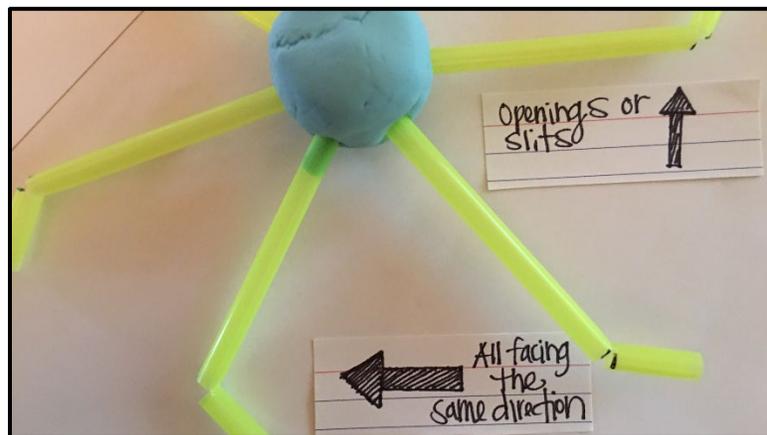
2. Pass out the large craft sticks to students; each model will need three. Remove the rounded ends from the sticks using scissors and discard. Using the ruler and scissor, instruct the students to cut each craft stick into two pieces, each totaling about 1.5 inches in length. Each model will need six 1.5 inch pieces from three craft sticks. Put these aside for when it's time to assemble the water wheel.



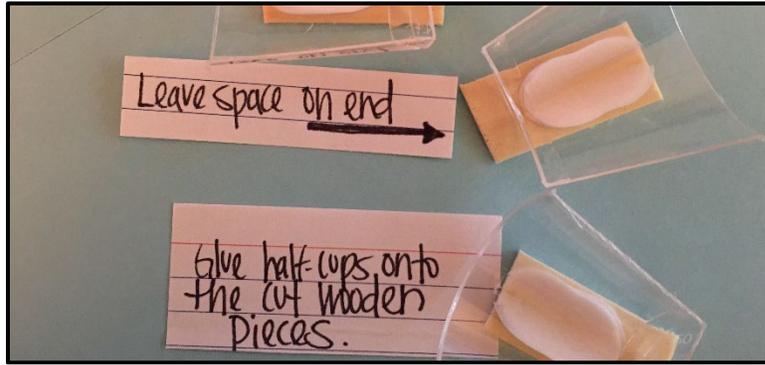
3. Pass out small, clear water cups to students; three (3) in total. Using scissors have the students carefully cut the water cups in half from top to bottom. Once completed each water cup half should be able to hold water when held at a 45 degree angle. Put these aside for when it's time to assemble the water wheel.



4. Assembly time, part one. Start by placing the clay hub the students made in the center of the desk or table with at least a few inches of working space around it. Grab the straw halves and place them into the soft clay to create the spokes of the water wheel. Make sure the slits that were cut into the straws earlier are on the outermost edge of the wheel (e.g. not in the clay). All the slits should open towards the same direction either to the right or left. During this stage, ensure that the straws are as equidistant as possible.



5. Provide an additional straw to each student. Take the full-length straw, cut in half and insert one end into the other side of the hub this will serve as a test fulcrum to spin the replica waters wheels and test whether they can hold water, sand, or another material of your choice. Add glue around the straw as well.
6. Assembly time, part two. Take the cut craft sticks rectangles and the cut half-cups and glue them together. Using hot glue or tacky blue, place a small line of glue onto the 1.5 wooden pieces and place the cup on top with the curved bottom glued to the wood. Ensure that you leave space on one end so that the wood pieces can be attached to the straws later on. Let dry for about 30 minutes.



7. Assembly time, part three. Take the hot glue or tacky glue and open up the slits like a mouth, placing a dab of glue in each one, one at the time. Next, grab the one-inch cut craft sticks (that have the half-cups glued to them) and place them into the slits closing the straw to hold the wood in place. Do this for the next five spokes also.

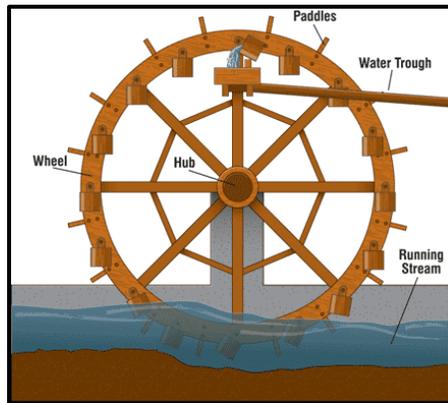


8. Leave the wheel to dry overnight placing in a warm, dry location.
9. When ready, fill a medium sized plastic container with water or sand and have the students test to see how much water or sand their model can hold. Have them make note of when the sand or water falls out. What improvements would they make to their models? Why?

Student Content

What do Water Wheels look like?

Water wheels are made in the shape of a wheel and have been around for over 2000 years. Water wheels have allowed humans to do more and different kinds of tasks. From grinding grain, to irrigating crops, and more. Water wheels have specific parts that help them function for the purposes that we need. Use the picture below to see all the different parts that make up a water wheel. Later on you will have an opportunity to build your own smaller size versions of a water wheel. After your smaller models are built, you will have an opportunity to try them out.



Understanding Water Wheels

Water wheels were built for many reasons. Some water wheels were built to make electricity. Other types of water wheels were built to send water to nearby crops where food was grown. At Jarvie Ranch, a water wheel was used and built in the nearby Green River. Look at the pictures below to see the different types of water wheels that exist today.



Modern water wheel that generates electricity



Traditional water wheel used for irrigation



Double water wheel used to irrigate gardens in the country of Syria

Below, you will see a replica of the original water wheel used at the ranch. Notice the blades or buckets that are inside the frame of the water wheel. This type of water wheel is called an undershot water wheel. It's called undershot because the water from the river moves under the wheel. Water flowing under the wheel then fills buckets that move to the top and drop water into a flume. As the flume fills with water it flows to an irrigation ditch that connects to

the food garden. People at Jarvie Ranch were able to irrigate the food they were growing in the garden. This is all thanks to the water wheel.



The sign at the water wheel site at Jarvie Ranch



The water wheel replica of original at Jarvie Ranch



The irrigation channel at Jarvie Ranch

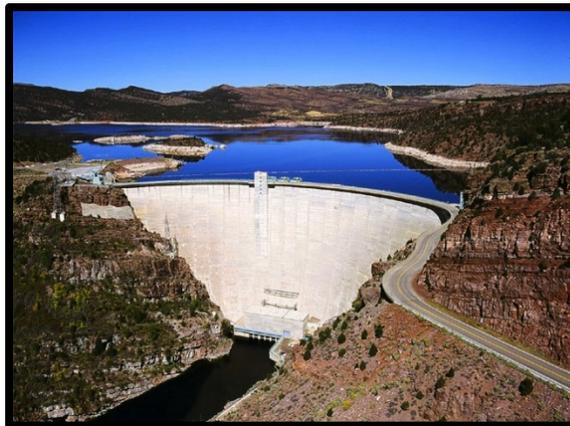
Understanding Water Wheels

Congratulations on learning a little bit about the water wheel. You are going to have a chance to build your own water wheel now. You will be given materials to use. These materials include items such as: glue, craft sticks, straws, and plastic cups. Your job is to be creative. Use the pictures of the water wheel given to you by your teacher to build your own version. Your teacher may also choose to help you build one also. There are no right or wrong ways to build your water wheel. There is a goal, though. Your goal is to build a water wheel (similar to those you see in the pictures) that is able to move.

Jarvie Ranch Visit Extension

1. **Understanding Hydroelectric Power:** being onsite at the Jarvie Ranch and interacting directly with the Green River is a great way to get students to think about how moving water helps us to generate electricity for our homes, cities, and towns. There are three main ideas that can be explored with students. First, is that hydropower is generated from moving water. Second, hydropower is a mostly renewable energy source. Third, that the moving water is a form of energy that we can use to generate electricity. Use the video on 'How Reservoirs Work' in the additional resources section of this lesson to introduce students to the concept.

Located upstream from the Jarvie Ranch is the Flaming Gorge Reservoir (pictured below). Depending on your travel plans, driving over the reservoir and stopped for a quick self-guided tour is a great way to expand the curiosity and learning opportunities for the students. However, even if you only visit the ranch below are some guiding questions that you can have students explore while there to get them thinking about how hydroelectric power works.



- a. *Have students work in teams of two or three and experiment with the movement of the water in the Green River by doing the following:*
 - i. *Have students locate various objects (e.g., naturally occurring such as leaves, grass stems, rocks, etc.). Have make hypotheses about whether or not there is enough movement (force) in the water to transport an object downstream. Students can find the objects and before testing them, write down their hypotheses on small pieces of paper or index cards.*
 - ii. *Have the students make a blueprint or plan for a reservoir at Jarvie Ranch. They can use paper and pencil to sketch their plan and to imagine what would need to be changed in order for the river (at this location) to hold a reservoir. Is it ideal? What would be needed?*

Lesson Assessment: Exit Tickets

Exit Tickets for Student Engagement & Self-reflection

The sample exit ticket below emphasizes general assessment of how the students experienced the lessons and then some self-reflection questions. Responses to the questions in this exit ticket can help the teacher gather data to improve lesson delivery in the future.

Jarvie Ranch – Architecture Exit Ticket	
Question	Response
What was most confusing for you?	
I need more practice with...	
What did you learn from the lesson today?	
What is one question you still have after the lesson today?	
Write a text message summary of today's lesson.	
How do you feel about your work today?	
What helped you understand the lesson today?	
How hard did you work today?	

Other Resources

Video of the different types of water wheels or water machines from ancient times:

<https://youtu.be/SetXqEsrk4>

Brief history of the water wheel: <https://www.thoughtco.com/history-of-waterwheel-4077881>

Technological History of water wheel:

<http://www.waterhistory.org/histories/waterwheels/>

Uses of the water wheel: <https://sciencing.com/water-mills-used-8153312.html>

Poncelet Water Wheel to generate Electricity: <https://youtu.be/TkpRl8YWhPc>

Earth Buddies Overview of Water Wheels: <https://earthbuddies.net/water-wheels-changed-whole-villages/>

How reservoirs or dams work: <https://www.youtube.com/watch?v=ztM6tL6LtFs>

Work Cited

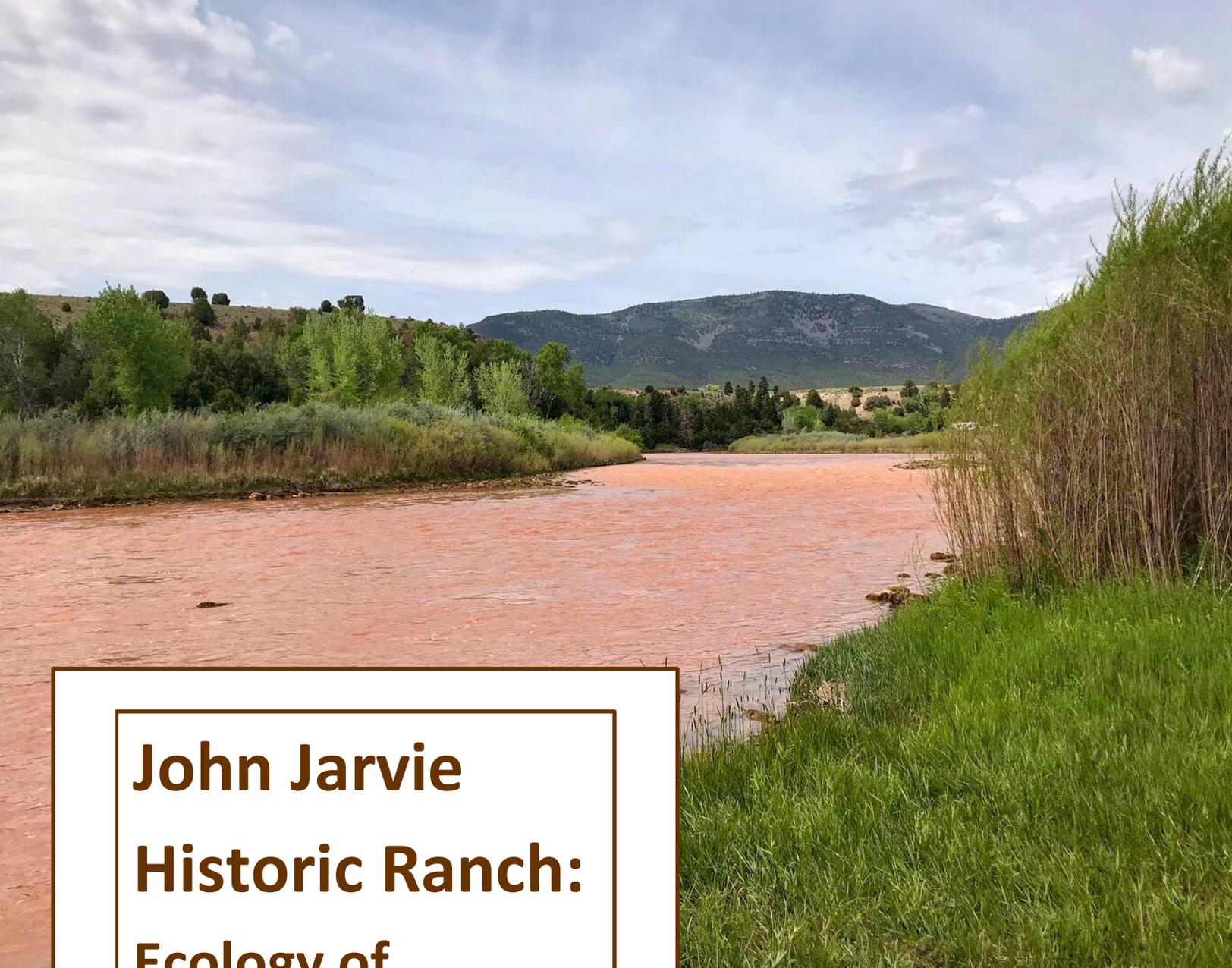
Capecchi, D. (2013). Over and undershot waterwheels in the 18th century. Science-technology controversy. *Advances in Historical Studies*, 2(3). 131 – 139.

Cey, E., Hanania, J., Stenhouse, K., Donev, J. (2018). Waterwheel – Energy Education.

Hansen, R.D. (N.D.). Water Wheels. 1 – 6.

Viollet, P. (2017). From the water wheel to turbines and hydroelectricity. Technological evolution and revolutions. *Comptes Rendus Mecanique*. 345. 570 – 580.

Waring, S. (2016). Early Montana farmers tap waterwheel for irrigating. *Signature Montana*.



John Jarvie Historic Ranch: Ecology of Brown's Park

Authored by: Joel Arvizo-Zavala

Grade 4
Adaptable to Grade 5 & 6

LESSON PLAN DETAILS

Time Frame:

2 hours (2 class periods
at 60 minutes each)

Group Size:

- 2-3 Students.

Materials: See materials
list located under
ecology [Case Study](#)

Life Skills:

Critical thinking, literacy
development, scientific
inquiry, observation,
logic development

Intended Learning

Outcomes:

Students will understand
the ways in which the
environment is a
complex, interconnected
system.

Jarvie Ranch Ecology of Brown's Park Lesson Plan

By: Joel Arvizo-Zavala

This lesson plan is intended for fourth to sixth grade.

SUMMARY

Jarvie Ranch is nestled within an isolated mountain valley along the Green River in Daggett County, Utah. This area is a gem of ecological history even serving as the home of the Browns Park National Wildlife Refuge. This rich ecological history serves as the foundation to this lesson. Through learning about the Green River and the animals of Brown's Park students will have an opportunity to explore this ecology both in the classroom and during your visit to Jarvie Ranch.

The purpose of this lesson is to introduce students to the animals, plants, and ecology of Brown's Park; the area around Jarvie Ranch. Of particular importance is understanding species that are currently threatened or endangered, the role of water (the Green River) in the ecology of the Ranch, as well as issues of conservation and environmental change. By understanding how species become endangered, students will build their knowledge about human interactions with the environment and how ecological systems are created.

Relevant Core Standards

Utah Standards 4th Grade

Language Arts (Reading)

6. Informational Text – Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
7. Informational Text – Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to the subject area.
8. Informational Text – Integration of Knowledge & Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
9. Foundational Skills – Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
10. Foundational Skills – Fluency: Read with sufficient accuracy and fluency to support comprehension.

Fine Arts

1. Create - Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others when making art, and by documenting, describing, and representing regional constructed environments.
2. Create - Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.
3. Connect - Create works of art that reflect community cultural traditions.

Science

1. Standard 3; Objective 2 - Explain how the processes of weathering and erosion change and move materials that become soil.
2. Standard 5; Objective 1 - Describe the physical characteristics of Utah's wetlands, forests, and deserts.
3. Standard 5; Objective 2 - Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.
4. Standard 5; Objective 4 - Observe and record the behavior of Utah animals.

Colorado Standards & Skills 4th Grade

2. Social Studies; Standard 2; Geography – Use several types of geographic tools to answer questions about the geography of Colorado.
 - a. Evidence Outcomes: Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.
 - b. 21st Century Skills: Inquiry – How does the physical location of Colorado affect its relationship with other regions of the United States and the world?
 - c. 21st Century Skills: Nature of Geography – Spatial thinkers use tools to compare and contrast geographic locations.

3. Social Studies; Standard 2; Geography – Connections within and across human and physical systems are developed.
 - a. Evidence Outcomes: Describe how the physical environment provides opportunities for and places constraints on human activities.
 - b. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.
 - c. 21st Century Skills: Inquiry – How does the human activity affect the environment?
 - d. 21st Century Skills: Nature of Geography – Spatial thinkers evaluate how physical features affect the development of a sense of place.
4. Science; Standard 2; Life Science – All living things share similar characteristics; but they also have differences that can be described and classified.
 - a. Evidence Outcomes: Use evidence to develop a scientific explanation for similarities and/or differences among different organisms (species).
 - b. Evidence Outcomes: Use evidence to develop a scientific explanation of what plants and animals need to survive.
 - c. Nature of Science: Evaluate and provide feedback on evidence used by others to justify how they classified organisms.

Wyoming Standards & Skills Elementary Grades

3. Social Studies; Content Standard 2.2; Culture and Cultural Diversity – Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art and dance).
4. Social Studies; Content Standard 2.3; Culture and Cultural Diversity – Identify and describe characteristics and contributions of local and state cultural groups in Wyoming.
5. Social Studies; Content Standard 4.1; Time, Continuity, and Change – Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
6. Social Studies; Content Standard 4.3; Time, Continuity, and Change – Select current events for relevance and apply understanding of cause and effect to determine how current events impact people or groups (e.g., the building of a new school means that younger students will have new classrooms to learn in or war in another country means that some children’s parents will have to leave to fight).
7. Social Studies Content Standard 5.4; People, Places, and Environments – 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).

Background for Teachers

Students will be able to:

1. Identify the names and visual markings/characteristics of animals that call Brown's Park home.
2. Be able to identify what makes a species endangered and/or threatened and how threatened status impacts the livelihood of a species.
3. Understand the idea of ecology and how the Green River is part of the ecological system of Jarvie Ranch.
4. Use the activity to develop a visual model for the relationships between animals and the Brown's Park ecosystem.
5. Understand the unique relationship between animals, ecosystems, and indigenous peoples of the Brown's Park area (and nearby areas).

Introduction to Arts-based Scientific Observation

Arts-based scientific observation (ABSO) is a tool used by teachers to help students remain highly engaged while practicing observation skills in the scientific process. In this particular lesson, students will be introduced to the ecosystem of Brown's Park; the area surrounding Jarvie Ranch. Using photos, content within the lesson, videos, and more students will make observations about the ecosystem looking at the key components to what makes an ecosystem an ecosystem. Afterwards, students will be provided with materials to create a diorama that replicates (to the best of their ability) what they have observed to constitute the Brown's Park ecosystem. These dioramas are both artistic and scientific in nature and will provide your students with opportunities to build four primary skills:

1. Students will learn what it means to filter essential information from non-essential information by

Lesson Plan Procedure

Class One & Two

- Explore the concept of ecology and build your dioramas over the course of two class periods. You are the best judge of students' abilities and time management skills.
- Explain the highlights of local ecology and why ecology matters to their daily lives.

prioritizing the elements they include in their dioramas based on the information they glean from the lesson.

2. Students will gain a better understanding of perception and how what we observe can have meaning. In the case of an ecosystem, how different elements make up a living environment for plants and animals.
3. Students will have an opportunity to self-monitor (and with support from the teacher) reduce the impact of distractions on the student's ability to make meaning of their observations. The artistic process is great at this.
4. Students will develop motivation for learning. The artistic-observation process gives students a malleable structure form which to put what they learn into production.

Teacher Resource: Ecological Systems

Introduction to Ecology and Ecosystem Science

The purpose of ecosystem science (ecology) is to help us understand the ways in which various systems interact with one another and influence the trajectory of life within time and space. As such, it is important to note that ecological science serves as a foundation for our students to understand that we as humans have an inextricable connection to the plants, animals, and insects around us. By taking time to study ecology our students will develop a deep appreciation for how the natural world functions while ultimately leading to the protection and preservation of what we currently have. In this particular lesson students will learn about the ecology of rivers and use this as a stepping stone to investigating and understanding the Green River specifically.

Overview of River Ecology

It is important to note that rivers have a life of their own and in fact, it is this very idea that has captured the interest of river ecologists for decades. A river has the ability to sustain life while shifting and winding around the landscape over time. A river has the ability to change the landscape through properties of erosion and more but it is the relationship of the river to animals and plants that is of particular interest. When looking, specifically, at the Green River (found on Jarvie Ranch) it is important to see this river as an everchanging structure of the landscape not separate from the life it supports but directly integrated with it. There is a reason why human beings have built homes and communities around rivers and it is because of our direct need for water to sustain our own lives. In this lesson you will have the opportunity to teach your students about this inextricable connection. When we say water is life, there is no joke in that and we must do all that we can to understand and preserve the rivers around us.

The Green River Ecosystem

There are a number of threats to the Green River ecosystem that are important to note. First is the Flaming Gorge Reservoir located upstream on the Utah/Wyoming border. Although reservoirs have allowed human beings to store water and create hydroelectricity these systems also directly impact the ecosystem of rivers. When cold, less oxygenated water exits the bottom of the reservoir into the river below, this has dramatic effect on the river's ability to sustain life. As a result of human interventions on rivers, there are a number of fish species that are in need of conservation such as the Bluehead Sucker, the Colorado River Cutthroat Trout, Flannelmouth Sucker, Kendal Warm Springs Dace, and the Roundtail Chub (Wyoming State Action Plan, 2017). One species in particular that has been documented in the area,

the Bonytail Chub, unfortunately no longer exists in the Brown's Park Basin and is under conservation in areas of the lower Colorado River.

Why A Conservation Standpoint?

Scientists worldwide are in agreement that the earth's climate is changing due to human behavior. The landscapes and ecosystems surrounding Jarvie Ranch are no exception. As teachers, we can play a pivotal role in supporting our students in developing compassion and consciousness regarding how our behavior – and the modern systems that we depend on – impact our environment. Students will learn what it means for humans to negatively impact animal species but also learn how we can stop negative impact on animal ecosystems through the development of a conservation mindset. We anticipate that this lesson will create much fruitful inquiry and discussion between you and your students as a result.

The Beloved Greater Sage Grouse

The first animal of study in this lesson is the greater sage grouse which is found throughout the great basin and has experienced significant threats to their survival due to human influences. Currently, the animal is listed as 'near threatened' in terms of conversation status and numerous agencies are collaborating to ensure protection of the species. The greater sage grouse is an important species in three ways. One, it is a species that is sacred to many indigenous nations across the Great Basin region. Two, it is a unique species that has evolved and adapted to the great basin terrain and is thus a deep reflection of its environment. And third, studying the species has helped us to better understand how human behavior influences not only the Great Basin but also the often-delicate relationship between an animal and its natural habitat. These ideas will be explored in this lesson in greater detail with your students.

Lesson Vocabulary

Erosion	The process of being broken down or made smaller by wind, water, or other natural processes.
Grouse	A medium to large bird with a round body and feathered legs.
Rough	Having an uneven surface; not smooth.
Unique	Being the only one of its kind; unlike anything else.
Achieve	To be successful at doing something.
Thrive	To grow or develop well.
Ranch	A large farm where animals are kept.
Dynamic	A process of constant change.
Shallower	Something that is less deep or having little depth
Ecosystem	A community of plants, animals, and insects interacting together in their physical environment.

Ecology Case Study: Diorama

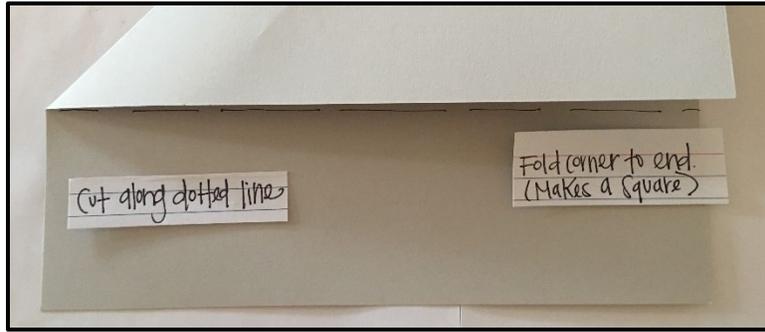
Students will be provided with a set of materials to brainstorm and then create a diorama that addresses some of the major ecological elements to the Brown's Park area and Jarvie Ranch. The process for the students is the following:

1. Provide students with materials listed in the table below
2. Using the additional resources section, the student handout, and other information regarding Jarvie Ranch and the Green River Ecosystem, introduce students to the ecosystem. Use vocabulary learning, direct reading of the student handout, and the supplemental videos to share more about Jarvie Ranch and it's ecosystem with your students.
3. Set a timer for 10 minutes to give students the ability to brainstorm major ecological elements to include in their diorama.
4. Set a timer for 30 minutes for student collaboration time to build their diorama.
5. Set a timer for 20 minutes for students to present their replica to the class. This step can occur on another day.

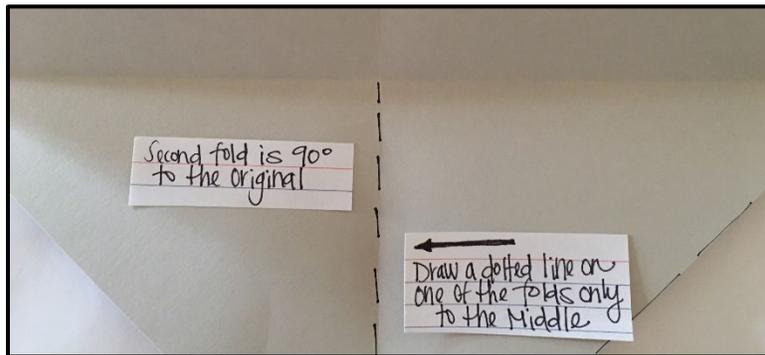
Materials List – Case Study – Sage Grouse		
Item	Purpose	Quantity per Model
White Cardstock 8/5"x11"	Diorama	1
Regular Glue (Liquid or Stick)	Attaching items to diorama	1 bottle or 1 stick
Tissue Paper (Green, Brown & Yellow Primarily) But various colors appreciated	Landscape for Diorama	About 3 or 4 sheets
Quick Drying Clay	Landscape for Diorama	About 4 oz.
Acrylic or Standard School Paints	Painting Details for Landscape Items	One pallet per group or student
Small cut-outs of Greater Sage Grouse	To emphasize their habitat on diorama	Two or three

Step-by-Step Guide for Ecosystem Dioramas

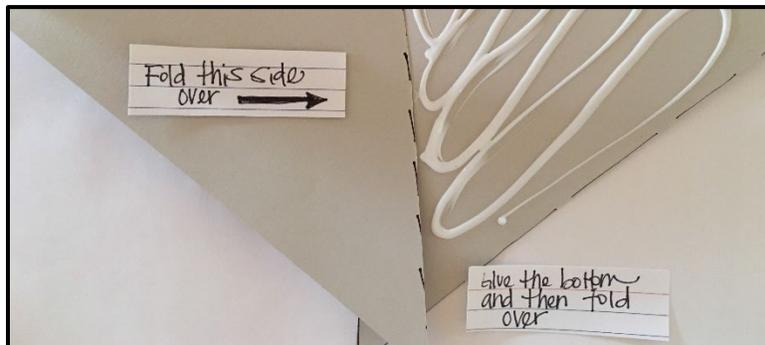
1. Pass out materials to students one-by-one starting with the white cardstock. Have the students pick a corner of the cardstock and fold inward until the corner aligns with the opposite site of the paper. This will form a triangle edge where the corner used to be. Next, draw a dotted line where the edge of the top cardstock folds meets the bottom of the cardstock fold. Using scissors, cut along the dotted line to form an equilateral triangle.



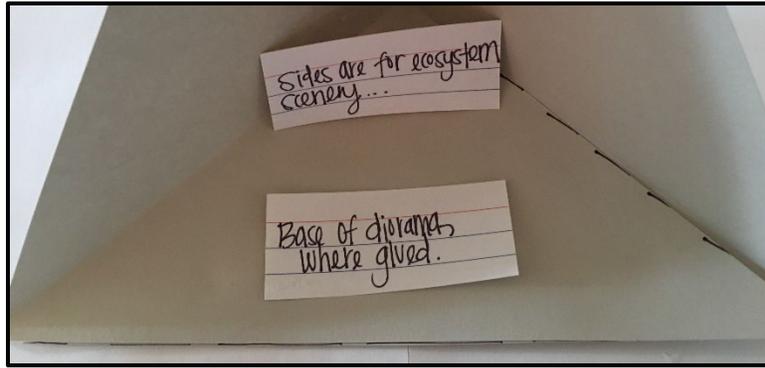
2. Open the triangle and fold again using the opposite corner as a guide meeting the other corner to form a new equilateral triangle. This will form a fold that is perpendicular to the original fold. Next, draw a dotted line on one of the fold marks from the corner to the middle where all four folds meet.



3. Using the dotted line as a guide, cut the cardstock from the edge and to the middle only. Once cut, glue the bottom triangle with school glue/glue stick and fold under the other side of the cut in order to form the base. This will serve as the frame for the diorama.



4. Once adhered, you will have a diorama with three sides that students can use to create their Brown's Park ecosystem.



- Using the images and captions below, have students recreate the Brown's Park and Jarvie Ranch ecosystem. Encourage students to add animals they think might also be at the park that we may not see every day. Have them draw their own Sage Grouse to add to their diorama as well.



**The Green River:
The banks and flow of
the river at Jarvie Ranch**



**Rock Formation:
Geological history of
the site**



**Flowers at Jarvie Ranch:
Attracts pollinators,
native species**



**Cactus Plants:
Arid conditions that can
occur in the ecosystem**



**Juniper Tree in Rock
Formation:**



**Irrigation Ditch on the
Ranch:**

Student Content

What is an Ecosystem and why do Ecosystems Matter?

What is an ecosystem? An ecosystem is a scientific word used to describe where plants, animals, and insects live. It is also a word that helps us understand how living things connect to one another. Ecosystems are important because they are the homes of plants, animals, and insects. We need ecosystems that are healthy in order to make sure that living things can thrive. Imagine the place where you live. What if it didn't have electricity? What if there wasn't water? Would you be able to thrive? More than likely not. Ecosystems need sunshine, water, shelter, food and more for all living things to do their best. When you visit Jarvie Ranch, you will see an ecosystem. Take time to notice the different plants. Stay quiet so you can see animals. Where is there water? How much sunshine is there? Are there hiding places or shelter for animals? Be careful though, something might be living inside! These are all parts of an ecosystem. And when we understand these parts, we can better understand plants and animals.



Wetlands Ecosystem in
Browns Park



Uintah National Forest



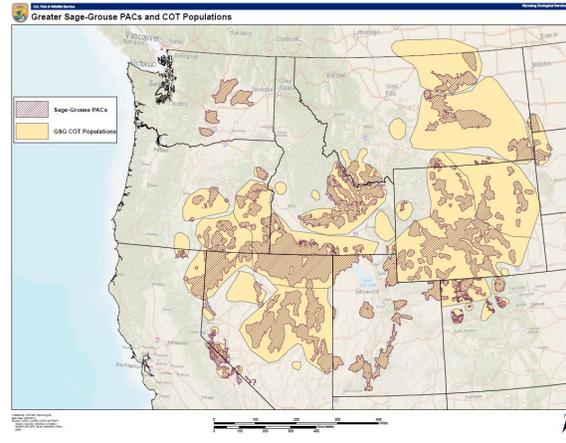
Sagebrush Steppe in Utah

Getting to Know the Sage Grouse

When you visit Jarvie Ranch you might see a Sage Grouse. The Sage Grouse is a bird that has lived in the area for a long time. It has beautiful feathers and resembles a turkey, but much smaller. It is called a Sage Grouse because it lives among plants known as sagebrush. There are a few fun facts about the Sage Grouse that you should know. First, the male has feathers much different than the females. The males have a unique dance that shows off their feathers. The male Sage Grouse also makes a unique sound. But how? There are pockets of skin on the male bird's chest. These pockets are filled with air to make the sound. Lastly, the home of the Sage Grouse is called a lek. Scientists use the leks to figure out how many Sage Grouse might be living in that area.



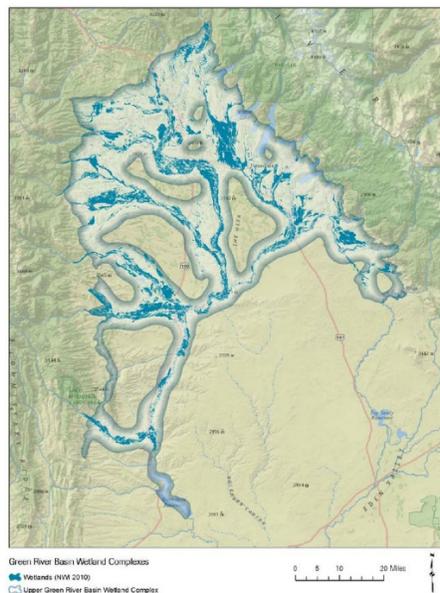
The Greater Sage Grouse in its Habitat



Map of Greater Sage Grouse Groupings

The Green River

The Green River is an important river to Jarvie Ranch. It winds its way from the Wind River Mountains in Wyoming. Then the river shows up in parts of Utah where Jarvie Ranch is located. The Green River is also found going through the state of Colorado. Finally, the river joins the larger Colorado River just south of Moab, Utah. When you look at the map, you will see how the river flows back and forth. Rivers are important for many reasons but you will learn about two here. First, rivers are dynamic. This means that they change shape over time. During part of the year, they are deep such as during spring. During another part of the year, they are shallower such as during autumn. Rivers also have the ability to change direction over time. Although, this can take many years to achieve. The second important topic about rivers is erosion. As rivers move, they produce the force that we call erosion. Over time, the water cuts away at soil and rocks underneath its surface. This can cause changes to the riverbed such as smoother rocks or sandy soil. These are important ideas to have in mind for when you visit Jarvie Ranch. When you are there, take a good look at the river. Notice how wide and how deep the river is. If you can see the rocks underneath the water, are they rough or are they smooth? Make sure you take a notebook and pencil when you visit the ranch. You can draw what you see in the river and share with your classmates.



Jarvie Ranch Visit Extension

2. **Watercolor of Jarvie Ranch and Brown’s Park Ecosystems:** The area surrounding Jarvie Ranch lends itself to inspiring students to think critically and to observe keenly. From the river, the Jarvie store, and more students have an opportunity to really take in all that this state historical site has to offer. Utilizing watercolor, brushes, pencils, and paper students can re-create elements of the Jarvie Ranch that speak most to them. After passing out materials for the lesson (see list below), have the students create groups of three or four. Each group can then find a quiet spot to do their paintings. Additionally, the reflection questions below will help spark students’ interest in the activity and get them focused on the imagery around them.
- What are some of the plants that you notice? Which ones do you want to including in your painting? Why?*
 - If you’re quiet enough, you might hear or see animals. If you do, what kind of animals do you notice? How would you draw and paint them on your paper?*
 - What do you notice about the river at Jarvie Ranch? What colors do you see in the river? Can you see anything reflected on the surface of the water? How would you draw and paint the river on your own paper?*
 - Notice the mountains and the sky. What colors do you see? How would you describe the shape of the clouds? What shapes do you see in the mountains?*

Materials List – Jarvie Ranch Water Color Project		
Item	Purpose	Quantity per Student
White Cardstock 8/5”x11”	Medium for Water coloring	1
Watercolor Palette	Painting Scenery	1 palette
Pencil #2	Outlining images and/or landscape	1
Watercolor brushes	Painting Scenery	2
Reusable cups	To hold water	1
Clean Water	For paints	To Fill Cup

3. **Traditional Ecological Knowledge and the Greater Sage Grouse:** when students and educators come o Jarvie Ranch there is a unique opportunity to have students understand the relationship that all parts of the ecosystem have with one another. This holistic perspective that takes into account the knowledge of tribal and indigenous communities is referred to as traditional ecological knowledge (TEK). This traditional knowledge is important because it helps us understand how every living thing is interconnected and if one thing in the ecosystem changes so do others. When

students are onsite at Jarvie Ranch, they can do a field study of the ranch and surrounding areas. Students should be able to identify parts of the ecosystem that may be beneficial to the Greater Sage Grouse and parts that are not beneficial. Below are three living things that students can search for while at the ranch. The first is Big Sagebrush which is an essential plant to maintain a healthy ecosystem for the Sage Grouse. The next photo is a secondary source of food for the Sage Grouse, burclover and should be really easy for students to find and identify. Last, is a picture of one of many butterflies that can be found in the great basin area of the western United States. Students can use their field study to see how many different types of butterflies (and moths) they are able to find.

Two important elements to traditional ecological knowledge include using both observations and experiences to answer questions about the natural world. The purpose of this lesson extension is for students to start building connections to how every living thing (plants, animals, insects, etc.) help or hinder the survival of a species. Starting students on their field study requires some questions. The questions that students are going to study are: Are there enough beneficial species for the Greater Sage Grouse to survive on or near Jarvie Ranch? And if something is missing, what might happen to the Greater Sage Grouse? These questions can be provided to students on an index card before they head out in groups of five or six for their field study. In this lesson extension students should do the following:

- a. *Identify the number of each plant or insect they are able to find and where they found it.*
- b. *Write down their observations on a card, piece of paper, or notebook.*
- c. *Bring back their notes to the Ranch house lawn and share with their peers and field guides.*
- d. *Students will then state – based on the evidence they gathered – whether or not the Sage Grouse could survive at Jarvie Ranch.*



Big Sagebrush
Artemisia tridentata



Burclover
Medicago polymorpha



Pine White Butterfly
Neophasia menapia

- 4. Assessing the Quality of the Green River:** when onsite at the Jarvie Ranch, it is impossible to not notice the Green River in all its glory. A foundational test in ecosystem science is the assessment of water quality. Luckily, we have many different ways for both youth and adult scientists to understand the quality of the water that comes in and out of an environment. The use of litmus paper to test the pH of a water source is a wonderful learning opportunity for students. But why does pH matter?

pH of water is important because it is connected to two important variables. First is about solubility or how much of an element (e.g. oxygen) can be dissolved in the water. Second is about availability or how much of a nutrient (e.g. nitrogen) can be used by living organizations that call the body of water home. pH's greater than 7 are considered acidic and pH's less than seven are considered alkaline. For many scientists, an optimum pH for river water is around 7.4 and extremes in pH can make the river less capable of supporting life. In this lesson extension students should do the following:

- a. *Work in pairs to test three available water sources onsite at the Ranch. One of these water sources must be the river. The other sources can be ponds, pools, rainwater, or potable water that's available onsite.*
- b. *Utilize the reusable cups to safely collect water with adult supervision. It might be interesting for the students to collect water from the Green River at a few different landing points to see if there are any differences.*
- c. *Carefully dip the litmus paper into the cups fills with water samples and then accurately read the pH according the scale and record the findings. Finds should be recorded in three areas:*
 - i. *Location of Sample (e.g. pool of water by the house, or river's edge by water wheel).*
 - ii. *General description of water turbidity (e.g. color of water, anything floating in it, level of transparency, etc.)*
 - iii. *The best possible estimate of pH as recorded for each sample using the litmus paper.*
 - iv. *Which water sources are closest to the ideal pH of 7.4.*
- d. *Come back as a group and discuss findings. Students should be given an opportunity to ask questions and to share any similarities or differences that they notice from other groups results.*

Materials List – Jarvie Ranch pH Testing		
Item	Purpose	Quantity per Student
Index Card or Cut Paper	Record Findings	1
Litmus paper	To Test pH of Water Sources	3
Pencil #2	Writing	1
Reusable cups	To hold water from sources	3
Hand Sanitizer	To clean hands after experiment	N/A

Lesson Assessment: Exit Tickets

Exit Tickets for Student Engagement & Self-reflection

The sample exit ticket below emphasizes general assessment of how the students experienced the lessons and then some self-reflection questions. Responses to the questions in this exit ticket can help the teacher gather data to improve lesson delivery in the future.

Jarvie Ranch – Ecology Lesson Exit Ticket	
Question	Response
What was most confusing for you?	
I need more practice with...	
What did you learn from the lesson today?	
What is one question you still have after the lesson today?	
Write a text message summary of today's lesson.	
How do you feel about your work today?	
What helped you understand the lesson today?	
How hard did you work today?	

Other Resources

Sage Grouse Initiative: <https://www.sagegrouseinitiative.com/sagebrush-community/the-bird/>

Prairie Chicken Dancers (Indigenous Peoples and the Sage Grouse):
<https://www.wyomingpublicmedia.org/post/audio-postcard-prairie-chicken-dancers-strut-their-stuff-northern-arapaho-powwow#stream/0>

Types of Erosion: <https://www.youtube.com/watch?v=QV2HOfcCJaM>

Erosion, Weathering, and Decomposition:
<https://www.youtube.com/watch?v=8ISfVu8Y-GY>

Sagebrush Ecosystem Curriculum:
<https://www.fws.gov/greatersagegrouse/education.php>

What is Observational Learning: <https://examples.yourdictionary.com/examples-of-observational-learning.html>

Native Knowledge: <https://e360.yale.edu/features/native-knowledge-what-ecologists-are-learning-from-indigenous-people>

Traditional Ecological Knowledge: <https://www.nps.gov/subjects/tek/learning.htm>

Indigenous Knowledge & the Sage Grouse:
<https://www.bistatesagegrouse.com/general/page/finding-common-ground-western-science-meets-indigenous-knowledge-sage-grouse-summit>

References

Burrow, A.K. (2018). Teaching introductory ecology with problem-based learning. Warnell School of Forestry & Natural Resources, University of Georgia.

Duval, A.L., Metcalf, A.L., Coates, P.S. (2017). Conserving the greater sage-grouse: A social-ecological systems case study from the California-Nevada region. *Rangeland Ecology & Management*, 70. 129 – 140.

Fremgen, A.L. et al (2017). Male greater sage-grouse movements among leks. *The Journal of Wildlife Management*, 81(3). 498 – 508.

Mihov, S. & Hristov, I. (2011). *River ecology*. World Wildlife Fund Publications.

Wyoming Game and Fish Department (2017). *Green river basin*. Wyoming State Wildlife Action Plan.



John Jarvie Historic Ranch: Geology of Brown's Park

Authored by: Kylee Ehmann

Grade 4-5

LESSON PLAN DETAILS

Time Frame:

One 45 Minute class per activity

Group Size:

- Activity 1: Entire Classroom
- Activity 2: Groups of 2-3
- Activity 3: Groups of 2-3

Materials:

Activity 1: Classroom Chairs

Activity 2: Printed Out Handouts

Activity 3: Shoe boxes, dirt/sand, small bowl, marbles, spoons, popsicle sticks, plastic trees, small animals.

Life Skills:

Critical thinking skills and visual analysis

Intended Learning

Outcomes:

Students will see geology as part of a dynamic system with which humans interact. z

Jarvie Ranch Ecology of Brown's Park Lesson Plan

By: Kylee Ehmann

This lesson plan is intended for fourth and fifth grades. 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 help students recognize the geology that exists around them and to acknowledge the relationships that exist between people and the land.

Through a three-part lesson plan, students will differentiate between a rock v. mineral, define the rock cycle, identify the main geological forms and types of rock in Brown's Park and in their own neighborhoods, as well as explore the history of mining in the region and in Utah at large.

Part one of this lesson plan focuses on the geology of Brown's Park (the region that Jarvie Ranch rests in) and exploring how students can use their knowledge of rocks to identify rocks out in nature. Part three focuses on how humans interact and use their environment.

The first two sections are tied to fifth grade science standards implemented in the 2020-2021 school year. The final section is specifically tied to the fourth grade social studies standards.

Relevant Core Standards

Utah Social Studies Standards 4th Grade

Standard 1: Students will understand the relationship between the physical geography in Utah and human life.

- Objective 1: Classify major physical geographic attributes of Utah.
 - Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools
 - Examine the forces at work in creating the physical geography of Utah (e.g. erosion, seismic activity, climate change)
- Objective 2: Analyze how physical geography affects human life in Utah.
 - Identify population concentrations in the state of infer casual relationships between population and physical geography
 - Classify the distribution and use of natural resources.
 - Compare the development of industry and business in Utah as it relates to its physical geography (e.g. mining, oil, agriculture, tourism)
 - Examine the interactions between physical geography and public health and safety (e.g. inversions, earthquakes, flooding, fire)
- Objective 3: Analyze how human actions modify the physical environment.
 - Describe how and why humans have changed the physical environment of Utah to meet their needs (e.g. reservoirs, irrigation, climate, transportation systems and cities)
 - Explain viewpoints regarding environmental issues (e.g. species protection, land use, pollution controls, mass transit, water rights, trust lands).
 - Outline the development of recreation in Utah since 1900 (e.g. sports, tourism, state, and national parks)
 - Make data-supported predictions about the future needs of Utahns and the natural resources that will be necessary to meet those needs

Social Studies language students should know and use: natural resources, landforms, regions, erosion, seismic activity, tourism, communication, transportation, archaeology, artifacts, excavations

Colorado Social Studies Standards

History Explain the role of individuals, diverse cultural groups, and ideas in the historical development of Colorado; organize and sequence events in Colorado history in chronological order; recognize the connections between important Colorado events and important events in the history of the United States. **(4th Grade):** Using map keys, symbols, and legends to show how Colorado cities, towns, and neighborhoods were settled, and how they have developed and changed over time; exploring the connections between Colorado's physical resources (mountains, plains) and why diverse populations have chosen to live here. **(5th Grade):** Use

various geographic tools and sources to answer questions about the geography of the United States; Causes and consequences of movement).

Geography (4th Grade): Use maps to ask and answer questions about the geography of Colorado and to understand the interactions between humans and their environment. (Describing unique products and services provided in Colorado; exploring the connections between Colorado's physical resources and what is produced and provided in the state.)

Wyoming Social Standards

Content Strand 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 environment.

Utah Science Standards 5th Grade

Strand 5.1 Characteristics and Interactions of Earth's Systems: Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). Within these systems, the location of Earth's land and water can be described. Also, these systems interact in multiple ways. Weathering and erosion are examples of interactions between Earth's systems. Some interactions cause landslides, earthquakes, and volcanic eruptions that impact humans and other organisms. Humans cannot eliminate natural hazards, but solutions can be designed to reduce their impact.

Standard 5.1.1: Analyze and interpret data to describe patterns of Earth's features.

Emphasize most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans while major mountain chains may be found inside continents or near their edges. Examples of data could include maps showing locations of mountains on continents and the ocean floor or the locations of volcanoes and earthquakes. (ESS2.B)

Standard 5.1.2: Use mathematics and computational thinking to compare the quantity of saltwater and freshwater in various reservoirs to provide evidence for the distribution of water on Earth. Emphasize reservoirs such as oceans, lakes, rivers, glaciers, groundwater, and polar ice caps. Examples of using mathematics and computational thinking could include measuring, estimating, graphing, or finding percentages of quantities. (ESS2.C)

Standard 5.1.3: Ask questions to plan and carry out investigations that provide evidence for the effects of weathering and the rate of erosion on the geosphere. Emphasize weathering and erosion by water, ice, wind, gravity, or vegetation. Examples could include observing the effects of cycles of freezing and thawing of water on rock or changing the slope in the downhill movement of water. (ESS2.A, ESS2.E)

Standard 5.1.4: Develop a model to describe interactions between Earth's systems including the geosphere, biosphere, hydrosphere, and/or atmosphere. Emphasize interactions between only two systems at a time. Examples could include the influence of a rainstorm in a desert, waves on a shoreline, or mountains on clouds. (ESS2.A)

Standard 5.1.5: Design solutions to reduce the effects of naturally occurring events that impact humans. Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution. Emphasize that humans cannot eliminate natural

hazards, but they can take steps to reduce their impacts. Examples of events could include landslides, earthquakes, tsunamis, blizzards, or volcanic eruptions. (ESS3.B, ETS1.A, ETS1.B, ETS1.C)

Colorado Science Standards

Earth and Space Science: Understand how Earth has changed over time, and how energy and fuels that humans use are derived from natural sources and their uses effect the environment in multiple ways. **(4th**

Grade): Identifying evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time; Obtaining and combining information to describe that energy and fuels are derived from natural resources, and their uses affect the environment). **(5th Grade):** Earth's surface changes constantly through a variety of processes and forces.

Wyoming Science Standards

4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses effect the environment.

4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

3-5-ETS102: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to conserve Earth's resources and environment.

Background for Teachers

Prior to teaching this lesson, teachers should know the rock cycle, the general geography of the Brown's Park area, the general geography of the area in which they live, and how people have historically interacted with the geology of the Brown's Park area.

Teachers should impart to their students the idea that landscapes are dynamic and slowly changing over time thanks to weathering, erosion, earthquakes, and human involvement. Human involvement can include moving rocks to create roads and tunnels and mining. Not all human involvement with the land is a negative thing. Teachers should emphasize sustainable land management and mining practices when discussing human interactions with the environment.

Included in this lesson plans are three distinct activities that can be used in conjunction or implemented separately based on classrooms needs.

For Students

Students will need to be familiar with the idea that there are three main kinds of rocks and that rocks are different than minerals.

Students should be able to locate Brown's Park on a map and be able to pinpoint Jarvie Ranch's location within it.

The goal of this lesson plan is for students to identify that a landscape is a dynamic environment that changes thanks to outside pressures. For fourth graders, these outside pressures will focus on the impact of human use of a landscape's geography. For fifth graders, these outside pressures will focus on more natural forces, such as the rock cycle itself and weathering and erosion.

Lesson Plan Procedure

Day One

- **Teachers should walk students through the rock cycle. Ensure all students understand the primary parts of the rock cycle.**
- **Play rock cycle musical chairs game.**

Day Two

- **Finish all prompts from the Booklet Activity.**
- **Have students present their findings.**

Day Three

- **Human interaction activity.**
- **Begin discussion around the impacts of humans on the geological landscape via mining.**

Teacher Resource: The Geology of Brown's Park

John Jarvie Historical Ranch sits in the Brown's Park region, a stretch of land that stretches between Wyoming, western Colorado, and eastern Utah.

Like many areas in Utah, the Brown's Park formation has a lot of sedimentary rocks. This is because much of the land that is now known as Utah was once covered by large tracts of water. As rocks are worn down by weathering and erosion, they are turned into geological detritus (e.g. gravel, sand, silt). This geological detritus can combine with the biological detritus such as dead aquatic organisms (e.g. shells, bones, feces). This collection of detritus is cemented together at the base of oceans, lakes, or other bodies of water. Thanks to geological forces such as earthquakes and tectonic movement and to these bodies of water drying up, we are able to see these layers over time.

This area is constantly changing, even if it is changing slowly. Like everywhere on our planet, the earth and geology are dynamic and part of an ever-evolving world. Humans are embedded within this changing landscape. It is important to note that even as we change ourselves to suit these geological features, we change these geological features to suit ourselves. It is important to note the ways in which this change in the geology can effect non-humans in the world around ourselves.

Key Vocabulary	
Sedimentary Rock	(of rock) that has formed from sediment deposited by water or air and is compacted by time and gravity (sandstone).
Igneous Rock	(of rock) that has formed from sediment deposited by water or air. (obsidian)
Metamorphic Rock	denoting or relating to rock that has undergone transformation by heat, pressure, or other natural agencies, e.g. in the folding of strata or the nearby intrusion of igneous rocks. (granite)
Rock Cycle	an idealized cycle of processes undergone by rocks in the earth's crust, involving igneous intrusion, uplift, erosion, transportation, deposition as sedimentary rock, metamorphism, re-melting, and further igneous intrusion.
Erosion	The transportation of bits of rock and minerals worn down by weathering to a different location to form new rock.
Weathering	The break down/dissolving of rocks and minerals on the surface of the earth (water, ice, acids, salts, plants, animals, temperature changes can all work in the weathering process)

First Activity: Rocks & the Rock Cycle

Rocks v. Minerals

What Is A Rock?

Step 1: Have your students define what a rock is.

- At the board, write down the word rock and ask your students to give a definition of a rock. If your students are struggling, ask them to name some characteristics of rocks (i.e. hardness, found outside, naturally occurring, etc.).

Step 2: Give your student the official definition of rocks and show how their understandings of rocks tie into the technical definition of what a rock is.

- Merriam-Webster Dictionary Definition: *consolidated or unconsolidated solid mineral matter*. In other terms rocks are made up of minerals, other rocks, and organic remains pushed together into a new form.
- Additionally, rocks often lack the luster and sheen that minerals have.

Step 3: Show pictures of rocks to your classroom.

- You can use images you find online (the Wikipedia page for minerals has a good collection, or you can use the images after the “compare and contrast” worksheet located at the end of this lesson plan.

What Is A Mineral?

Step 1: Have your students define what a mineral is.

- At the board, write down the word rock and ask your students to give a definition of a mineral. If your students are struggling, ask them to name some characteristics of minerals (i.e. shiny, hard, etc.).

Step 2: Give your student the official definition of minerals and show how their understandings of minerals tie into the technical definition of what a rock is.

- Merriam-Webster Dictionary Definition: *any of various naturally occurring homogenous substances obtained (usually) from the ground*. In other words, minerals are a solid mass of a single element or compound. They are naturally occurring, completely inorganic, solid at room temperature (with the exception of mercury), have an ordered internal structure that is the same, has a definite chemical composition that is the same everywhere that that mineral occurs.

Step 3: Show pictures of minerals to your classroom. (You can use images you find online (the Wikipedia page for minerals has a good collection, or you can use the images after the [“compare and contrast”](#) worksheet located at the end of this lesson plan)

Note: rocks and minerals are a prominent feature of the popular video game Minecraft. If your student’s first reaction or knowledge of rocks and minerals is to mention Minecraft, encourage your students to use the knowledge from the video game (that minerals are different than rocks, that they are often part of a rock, etc.) to start a conversation about real world rocks and minerals.

For example: the emerald is a kind of “ore” found in Minecraft. It is embedded into rocks, but it itself is a single entity. Meanwhile, the rock “granite” is found in Minecraft. It is not found in other rocks, as it is its own rock.



Help your students see that these video game features have a corresponding relation in the real world. Not all of your students may be familiar with the game, so only be productive in helping some students understand the differences.

Compare & Contrast

Once you have covered what the differences are between the rocks and minerals, give your students the [first worksheet](#) located at the end of this lesson plan. Students can work together or in groups while completing this worksheet.

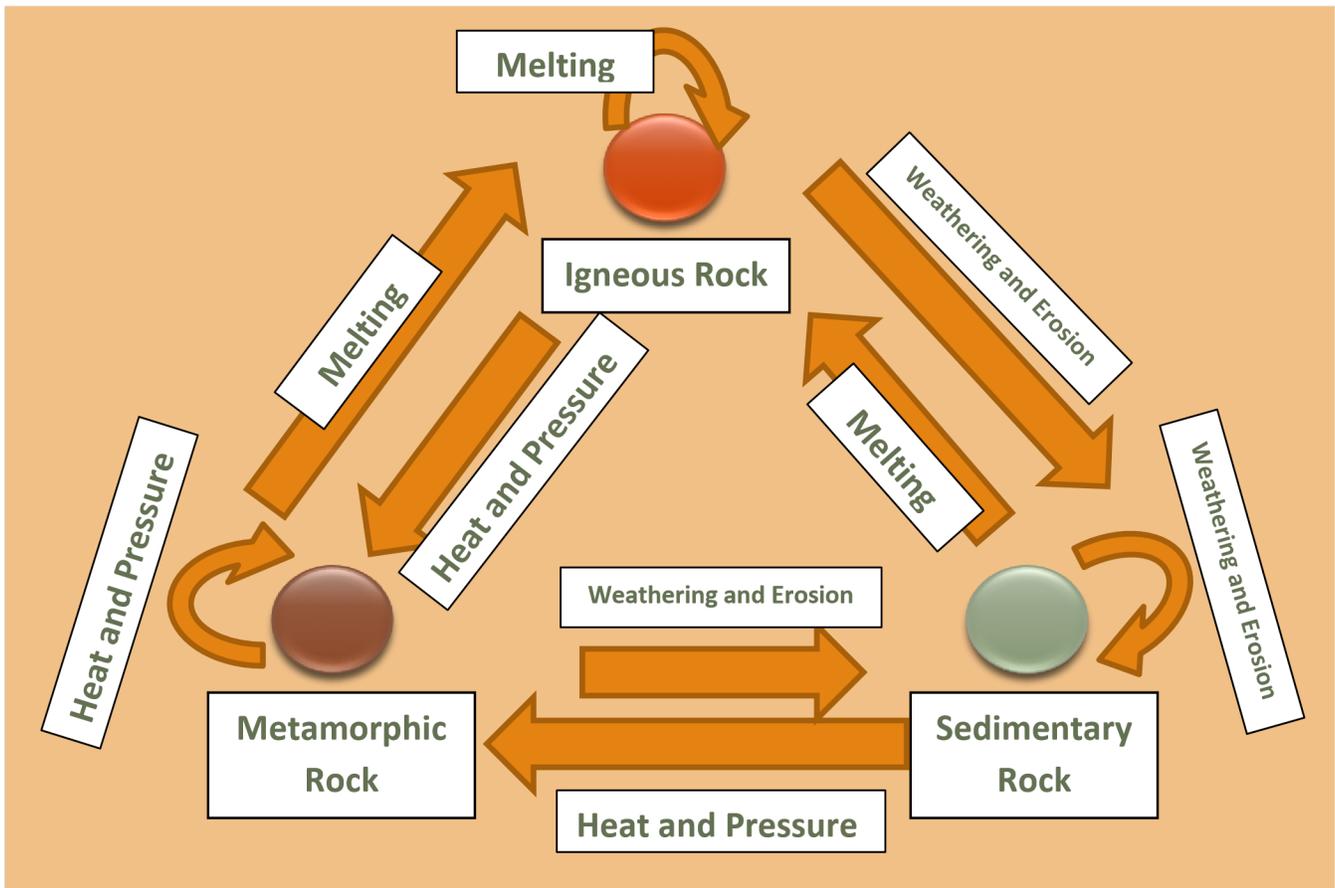
Rock Cycle

What is the Rock Cycle?

Although rocks seem to last forever, they are always changing thanks to the rock cycle. Rocks exist in a state of slow but constant change.

Rocks can be worn down by wind, water, and ice (weathering and erosion), they can be pushed deep into the earth by the moving plate tectonics and melted by magma, or they can

be changed by the pressure of the earth. All rocks move through this circle, though not in any strict order. For example, a rock can be an igneous rock formed from a volcanic eruption, be eroded and then have that detritus cemented into a sedimentary rock, and then a sedimentary rock can be forced under the earth and forced through pressure to become a metamorphic rock. However, the rock cycle can also work the following way: an igneous rock can melt in magma and then cool to become a new igneous rock. A sedimentary rock can be eroded and then reformed into a different sedimentary rock. A metamorphic rock can erode, become a sedimentary rock, which can then be turned into a metamorphic rock, which can become a sedimentary rock again, which can then finally become an igneous rock.



Igneous

Igneous rocks are formed from magma. Igneous rocks are formed when rocks cool inside the earth's surface or when it hits air or water on the outside of the earth's surface. They can become visible through tectonic plate movements moving these rocks to the earth's surface and by cooling around volcanoes and hot spots.

All rocks, including other igneous rocks, can be melted by magma and then cooled. All rocks can become new igneous rocks.

Metamorphic

Metamorphic rocks are formed when a rock is forced under the earth by the movement of tectonic plates. When these rocks are under the earth, they are faced with intense heat and

pressure that changes the rocks into a different rock. Metamorphic rocks make up most of the earth's crust. They become visible when the movement of tectonic plates and erosion force them up beyond the earth's surface.

All rocks, including other metamorphic rocks, can be forced under the earth and changed through heat and pressure. All rocks can become new metamorphic rocks.

Sedimentary

Sedimentary rocks are formed through weathering and erosion. Water, ice, wind, and other natural forces break down rocks into little particles. Organic matter (e.g. seashells, mollusks, bones, feces) can also be broken down to particles, which are then cemented together through the pressure of more layers above it. Because it forms in layers, and these layers don't get as hot as metamorphic and igneous, you are most likely to find fossils in sedimentary rocks.

All rocks, including other sedimentary rocks, can be broken down over time through weathering and erosion. All rocks can become new sedimentary rocks.

Draw the Rock Cycle

Step 1: Project an image of the rock cycle for your students to see. Alternatively, pass out an image with the rock cycle on it. You can use the image provided above or an image you find on the internet.

Step 2: Have your students take out a paper and ask them to copy the rock cycle. They can use crayons, markers, colored pencils, pens, whatever they are most comfortable with.

Step 3: Have your students get into pairs. Have each student explain how the rock cycle works to one another. Remind them that rocks are in a constant state of change and that any rock can transform into any rock given the right conditions.

SUGGESTIONS FOR ROCKS AND MINERALS WITH OLDER STUDENTS:

- **HAVE YOUR STUDENTS RESEARCH AND IDENTIFY THE DIFFERENCE BETWEEN ROCKS AND MINERALS ON THEIR OWN.**
- **HAVE EACH STUDENT/GROUP DO A PRESENTATION ON A ROCK OR A MINERAL AND HOW IT IS FORMED.**

Rock Cycle Musical Chairs

Once you have covered the differences between the three main types of rock, it is time to quiz your students on the different kinds.

Materials: Three different colors of stickers.

Step 1: Have your students move their chairs into a circle.

Step 2: Divide your students into three groups, roughly of equal size. These three groups will represent each type of rock.

Step 3: Hand each of the groups a different color of sticker, one per student. For example, all of the students in the igneous category will get a red a sticker, sedimentary will get a brown sticker, and metamorphic will get a green sticker.

Step 4: Have all students sitting in a chair. One per person. Chairs will be removed after the game starts.

Step 5: Randomly read one of the following statements about one of the kinds of rocks. For example, "This is the kind of rock you are most likely to find fossils in." This will refer to sedimentary rocks. All students in the sedimentary rock groups should stand up.

Step 6: Remove one of the chairs. Tell the students who are standing that when you count to 3, they must move to a new chair. Only the students who are part of the group mentioned in the rock statement should be moving.

Step 7: Whomever doesn't get a chair is out. If a student stood up and they were not part of the group that was called, they are out. If a student does not stand up with the rest of their group, they are out.

Step 8: Repeat reading the categories randomly until you have three or two children left. If all three children are of different rock categories, play normal musical chairs. If two or three of the children have the same category, continue calling out rock statements.

Step 9: When you reach the final two students, you can finish by playing a normal musical chairs game or by having students compete to see who can answer the most questions about rocks and the rock cycle.

Rock Statements for Rock Cycle Musical Chairs

Igneous Rocks

1. This type of rock is formed when magma cools down and becomes solid.
2. This type of rock begins to form when rocks are pushed deep, deep down into the earth's surface and begin to melt.
3. Obsidian is a kind of black, shiny, smooth kind of rock that is formed from lava flows. What kind of rock is obsidian?
4. The name of this rock means "of fire" because it is formed from magma.

5. Because so much of the ocean's crust is pushed into and out of the inside of the earth, most of the oceanic crust is made out of what kind of rock?
6. Granite is formed from the slow cooling and crystallization of magma under the earth's surface. What kind of rock is granite?
7. Only the minerals that are already found in magma can make this kind of rock.
8. This kind of rock is found most often around hot spots, thin portions of the earth's crust that volcanoes and magma can pour through.
9. Pumice is a kind of rock formed when magma is cooled and puffed up with gas bubbles. What kind of rock is pumice?
10. Because this kind of rock is formed from magma, there are no fossils found in it.

Sedimentary Rocks

1. This is the kind of rock you are most likely to find fossils in.
2. The name of this rock refers to the fact that it is made of little particles that have settled and cemented into one place.
3. This kind of rock gets its start when weathering and erosion breaks down sedimentary, igneous, and metamorphic rocks.
4. Sandstone is created when layers of sand accumulate in one area and then is compacted together by the pressure of deposits above it. What kind of rock is sandstone?
5. What kind of rock has visible, straight and flat layers in it?
6. Limestone is a kind of rock that is created from the rocks and the skeletal fragments of coral, seashells, mollusks, and single-celled organisms that is compacted together. What kind of rock is limestone?
7. The straight and flat layers found in this kind of rock are called strata.
8. This kind of rock is commonly found at the bottom of lakes after layers of sediments have been compacted over the years.
9. This kind of rock makes up most of the material in the arches in Arches National Park.
10. Because this kind of rock doesn't do well under intense heat and pressure, it is usually not found deep within the earth's crust. It is typically only found on the earth's surface.

Metamorphic Rocks

1. The name of this rock comes from a word that means "change in form."
2. This kind of rock is formed by deep pressure and heat under the earth's surface. This heat and pressure are not hot enough to completely melt the rock.
3. Marble is formed when sedimentary rocks are forced under the earth and put under intense heat and pressure. What kind of rock is marble?
4. Because this kind of rock does well under heat and pressure, it makes up a large part of the earth's crust.
5. When two tectonic plates collide together, they produce intense heat without magma called friction. The extreme heat of these movement causes what kind of rock?

6. This kind of rock is only formed underneath the earth's surface. It cannot form above ground.
7. These kinds of rocks often have visible wavy and warped lines called "bands."
8. Gneiss is a kind of rock formed when igneous or sedimentary rocks are forced underground and face high pressure and heat.
9. We often find this kind of rock in mountain ranges. Tectonic plates moving together bring these rocks up into mountain ranges, and weathering and erosion help uncover these rocks that are usually only found underground.
10. Diamonds are created when carbon faces intense heat and pressure. What kind of rock is most likely to have diamonds in it?

General

1. This kind of rock can become sedimentary rock through weathering and erosion.
2. This kind of rock can become igneous rock if it melts in magma.
3. This kind of rock can become metamorphic rock if it faces intense heat and pressure.
4. This kind of rock will change over time.
5. This kind of rock can be broken down and changed due to water.
6. These two types of rocks can form above the earth's crust.
7. These two types of rocks can form below the earth's crust.
8. These rocks form thanks to the movements of the earth's crust and the heat within the earth.
9. This kind of rock will never change over time. **Whoever stands up at this is out.**

Second Activity: Geology of Brown's Park

The goal of this section is to have students recognize that they are interacting with geology on a daily basis, and to use the area of Brown's Park as a starting point to begin observing the geology that they can easily see in the area around themselves.

Materials: Images (located at end of this lesson plan). Local Geology Worksheet. Rocks for your students to study (if doing the Geology Worksheet indoors).

Step 1: Ask your students to gather in groups of 2-3. Your students will be making observations about some rock formations near Jarvie Ranch.

Step 2: Show your students images of rock formations near the Green River and Jarvie Ranch ([located at the end of this lesson plan](#)).

Step 3: Have your students write down 2-3 observations about the rocks they see. What kind of rock do they think it is made out of?

After students share their observations and inferences, share the facts of the geology of Brown's Park and ask your students to compare what they observed and what they inferred to what geologists have to say about the area. (See un-bolded text below).

The John Jarvie Historical Ranch Site sits in a tract of land known as "Brown's Park." Like much of the earth's land surface, the most prominent geological form in the area is sedimentary rock. The detritus that makes up much of this sandstone comes from sediment from the near Uintah mountain range. The detritus is made up of other sandstone, metamorphic rock from within the nearby mountain range, and the remains of volcanic conglomerate originating from widespread volcanic activity in what would become the western United States during the Miocene era (23.03-5.337 million years ago). The area has long been undergoing slow rearranging and erosion of these rocks since it was formed.

And this landscape is still changing thanks primarily to wind and water. Sandstone is particularly prone to erosion. Thanks to the fact that it is made of compressed sand, mud, and the smaller particles from other rocks, it is particularly susceptible to wind and erosion. The spectacular formations sandstone can form (arches, caves, etc.) are caused because once erosion takes away some of a rock, the rest of the rock rests heavily on what remains. This increased pressure binds the remaining particles together. Even as it solidifies, it is still eroded by the pressures of the wind, rain, ice, snow, and the water of the Green River.

Much of the sandstone in the Jarvie Ranch area is tan-light red. Sandstone is often light in color because it is composed of other light-colored materials. Tan/yellowish sandstone indicates that the material is made up of a blend of material like clear quartz and the compacted sand. Sandstone can be other colors depending on the chemical makeup of the

soil. The reddish tint to the sandstone of Brown's Park lets us know that the chemical compound iron oxide is in the particulates that made the materials.

If your students' inferences do not align with what they see in this activity (for instance, if they say the main rock type that they see is metamorphic instead of sedimentary), remind them that being wrong and learning from mistakes is part of the scientific process. As long as they can work to accept new knowledge, they are engaging with the scientific process.

Step 4: Hand your student groups the [Local Geology](#) worksheet at the end of the page. One per group. This activity can be done inside or outside depending on your classroom resources and time constraints.

Step 5 (Indoors): Give each group a rock (rocks can be either ordered online or gathered outside independently).

Step 6 (Indoors): Have your student groups study the rock you have given them and discuss what they see. What kind of rock is it? What are the characteristics of each rock? Where would this kind of rock be found? Do they think there is similar rocks near Jarvie Ranch? Why or why not?

Step 7 (Indoors): Have your student groups write down their findings on the worksheet.

Step 8 (Indoors): Students will be presenting their findings from their rocks to the class. Each group will present their rocks and tell their classmates the answers from the worksheet.

Step 5 (Outdoors): Take your students outside to the playground, to a local park, etc. and have them look for rocks in their neighborhood. This can include the entirety of a mountain, or a small piece of gravel they find while exploring.

Step 6 (Outdoors): Have your student groups analyze the rock/geological feature. What kind of rock is it? What are the characteristics of each rock? Where would this kind of rock be found? Do they think there is similar rocks near Jarvie Ranch? Why or why not?

Step 7 (Outdoors): Have your student groups write down their findings on the worksheet. For the outdoor activity, it is important to have a visual representation of the rock. Students are welcome to take photos of the rock/geological feature they choose or to draw a picture of it.

Step 8 (Outdoors): Students will be presenting their findings from their rocks to the class. Each group will present their rocks and tell their classmates the answers from the worksheet.

Third Activity: Human Interaction with Geology

Humans are shaped by the lands in which we live. The rocks of a landscape, while not alive, shape the ways in which we interact with our environment. Even when we are not actively moving rocks and digging into the earth, we are interacting with geology. For instance, the geology of the area Jarvie Ranch sits in is called Brown's Park. Thanks to the high surrounding mountains that help block some of winds, the area's geology means that it has comparatively milder winters than the areas surrounding it. The ways in which the rock dipped and was eroded by wind and waters meant that this region was flatter and easier to cross than areas around this. Partially because of these reasons, peoples from Native tribes such as the Ute, Comanche, Shoshoni, Blackfoot, Arapaho, Sioux, and Navajo visited and lived within this area.

SUGGESTIONS FOR OBSERVING THE LANDSCAPE WITH OLDER STUDENTS:

HAVE YOUR STUDENTS FOCUS THEIR RESEARCH ON PROMINENT GEOLOGICAL FORMATIONS IN STATE AND NATIONAL PARKS IN UTAH (THE HOODOOS IN GOBLIN VALLEY, ARCHES IN ARCHES, ETC.). WHY DO THESE GEOLOGICAL FORMATIONS LOOK THE WAY THEY DO, WHAT FORCES SHAPED THEM, HOW LONG DO THESE KINDS OF FORMATIONS LAST BEFORE WEATHERING AND EROSION CHANGE THEM, ETC.?

FIELD TRIPS TO A LOCAL PARK (LOCAL, STATE, NATIONAL) TO OBSERVE THESE FEATURES THEMSELVES

Continuing with this trend, when white settlers invaded the Brown's Park region in the mid-1800s and started building their permanent settlements, they were drawn by the region's relatively mild winters and the more crossable terrain. In addition, these new settlers began mining in the area. As mentioned, the primary rock making up much of the surface of the Brown's Park area is sedimentary rock. Due to the layering in sedimentary rock, it tends to be rich in materials such as coal, fossil fuels, and other ores that humans tend to use to make our modern society work.

People like John Jarvie invested in mining as part of their way of living in the valley. On February 20, 1897, Jarvie and two other individuals purchased an interest in the Bromide Lode Mining Claim in nearby Colorado. Jarvie purchased multiple other interests in other mines located throughout Brown's Park. Mining was often seen as a surefire way to get wealthy, especially when one was investing in a mine and not actually doing the work involved in digging up materials. However, this kind of investment was often an incredibly risky scenario, as you couldn't be sure that your particular mining stakes would yield a particularly profitable source of coal or valuable ore. This kind of hit-or-miss strategy to early mining meant that most people who invested in mines or tried to mine themselves often went broke and lost most of their savings. Because of this, the people who tended to get rich off of mining were the people who sold things to miners (housing, tools, plots of land, etc.).

John Jarvie was no exception. None of the mines he ever invested in ever paid off, and he would suffer from the loss of this money for the rest of his life. However, he was never deterred. After these major investments, he continued to sink holes and dig tunnels, searching for gold. None of these investments ever panned out either. Fortunately, his general store was more profitable than these ventures and kept him from running out of money.

For this following activity, you are going to ask your students to “mine” and what the stakes were in choosing a mining site.

Materials: shoe boxes (or any small boxes that students/teachers can bring from home), dirt/sand/gravel, small paper/plastic bowl, marbles of different colors, spoons, popsicle sticks with numbers on them, small plastic trees, fences, animals, etc.

Step 1: Fill the boxes with dirt/sand/gravel before students arrive in the classroom. Place the marbles in the dirt/sand/gravel.

- Decide on what each marble means. For instance, a solid green, blue, or black could equal coal, a solid red or yellow could represent a valuable ore like gold. Marbles that are multi-colored or have a single stripe of color in them could represent less valuable strain of coal or valuable ore.
- Ensure that each box has a different ratio of marbles within it. Some boxes should only have one or two marbles total. Some should have only striped, some only colored, and some should have many.
- Since this is an activity for children, each box should contain at least two or three marbles so that each group has something to find.

Step 2: Cover the marbles with the dirt completely. On top of these covered marbles, place the small plastic trees, animals, buildings, etc. (e.g.: [Plastic Trees](#), small items that can be purchased in bulk at a local grocery store or from Thrift Stores, items from home or from other teachers). Place these mini-diorama boxes throughout the room.

Step 3: Ask your students to get into groups of 2-3. These groups are going to be the miners. Each group should have at least one pencil and paper to record their findings.

Step 4: Have each group draw one numbered popsicle stick.

Step 5: Ask the group that drew the #1 popsicle stick to go to the boxes and make a claim. Students should stand by their claim, but not start digging yet.

Step 6: Repeat the claim process in order in which students drew the popsicle sticks until each group has made a claim in the classroom.

Step 7: Ask your students to take turns digging into their claim. Each student should get a turn to remove some dirt/sand/gravel. When a scoop is removed, ask your students to place this in the nearby bowl. Let your students know that they can stop mining at any point they think they've found all the material they want to find.

Step 8: Ask your students to mark down what they find as they go along on the paper and pencil their group has. What color is the marble, is it solid, etc. How much are they earning through their efforts? While your students are working, walk around and ask them why they are deciding to dig in certain areas, what are they finding, etc.?

Step 9: When your students have either dug as much as they want to do, ask them to put their pencils down and ask each group to share what they found while digging.

Beyond Mining

Step 10: After each student has shared, ask your class what the landscape of their area looks like now that they have dug in the mines. Where are the trees, the animals, the buildings, etc. that were there before they started?

Step 11: What does mining do to a community's landscape?

- Did your students think about the animals, trees, etc. while they were mining? Why or why not? What did they do with these items while they were mining (did they try to move them to another area of the box, did they just move them out of the box entirely, did they put them back when they were done mining?)
- For older students, you can encourage students to debate whether mining is an ultimate force for good or destruction for a community. Ask students to consider economic, social, and environmental arguments for supporting or opposing mining in an area.

Step 12: Now that your students are done mining, ask your students to restore the landscape to what it was approximately when they were done. While your students work, ask them to chat with their group about why many mines practice mine reclamation (explanation below), why is it important? Should we do this with older mines? Why or why not?

- Although this was not the norm for John Jarvie's day, nowadays there are laws that require most mining practices to practice "mine reclamation." This means the mining company plans to restore a landscape once the mine stops operating. Most modern mines in Europe and the United States are planned with the idea that the company will restore the landscape afterwards. The mines try to restore the landscape as close to what it was before the land as possible.
- There are no right or wrong answers. Students are encouraged to have discussions based on their own personal experiences with mining and their relationships to the environments where they live.

At the end of the "mine reclamation" your students will have ideally placed all of the dirt/gravel/sand back in the box along with the little animals, saving you clean up time.



SUGGESTIONS FOR HUMAN INTERACTIONS WITH GEOLOGY WITH OLDER STUDENTS:

- **AFTER THE ACTIVITY, HAVE YOUR STUDENTS RESEARCH THE LOCAL POLICIES SURROUNDING LAND RECLAMATION IN UTAH. WHAT POLICIES ARE IN PLACE OR ARE NOT IN PLACE FOR LAND RECLAMATION AND HOW DO THEY COMPARE TO OTHER STATES?**
- **ENCOURAGE A DEBATE AMONGST YOUR STUDENTS WITH LESSON PROMPTS LIKE: WHAT IS THE RESPONSIBILITY OF A CORPORATION OR COMPANY TO THE ENVIRONMENT THEY WORK IN? WHO SHOULD BE RESPONSIBLE FOR RUNNING LAND RECLAMATION PROJECTS—THE STATE, THE COMPANY, LOCAL PEOPLE, THE FEDERAL GOVERNMENT?**
 - **IN THESE DEBATES, ENCOURAGE STUDENTS TO THINK BEYOND THEIR LOCAL PERSPECTIVES AND TO ARGUE IN A RESPECTFUL MANNER.**

Jarvie Ranch Visit Extension

This lesson plan is an extension of the Local Geology worksheet. Students will work to compare the geology of the Jarvie Ranch region with the region in which they live.

Before the Visit:

Have your students work through the entirety of the [Local Geology Worksheet](#) for a geological feature/rock near their school or home.

During the Visit:

Have your students work through the entirety of the [Local Geology Worksheet](#) while visiting and walking around the Jarvie Ranch visit site.

After the Visit:

Ask your students to compare the landscape they observed at Jarvie Ranch to the landscape/geology of the region near their school. Ask students to compare both worksheets they completed about the local geology of their area and the area around Jarvie Ranch

On a sheet of lined paper, have your students write the differences and similarities of the geology of their area and the Brown's Park site that they observed. Ask your students to comment on

- 1) The noticeable differences and similarities?
- 2) Why do they think that these differences and similarities exist?
- 3) What forces helped shape the geology of their area and the area of Brown's Park?

Encourage your students to share their responses with their classmates in a presentation or in a group discussion format. Whichever works best for your students and class time needs. The goal of this exercise is to get students to think about the geology they are walking through and on in their daily lives and how these areas have been shaped throughout time.

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.

Other Resources

Rocks Cycle Video: <https://www.britannica.com/video/143173/materials-cycleforms-sedimentary-rock-Sediments-magma>

Mining Reclamation Videos: <https://www.youtube.com/watch?v=3zEAicSEBME>

<https://www.youtube.com/watch?v=chOpjYnQvV8>

https://www.youtube.com/watch?v=b_-E7Wt988

Rock Cycle Explanation from National Geographic:

<https://www.nationalgeographic.org/encyclopedia/rock-cycle/>

Work Cited

Photos found in public domain, Wikipedia Commons, or are own work.

“Browns Park.” Wikipedia. https://www.wikiwand.com/en/Browns_Park

Carey, Byrl D. “A Review of the Browns Park Formation.” Net-Centric Geothermal Data System, ngds.egi.utah.edu/files/GL03243/GL03243.pdf.

Geolex – Browns Park Publications,
ngmdb.usgs.gov/Geolex/UnitRefs/BrownsParkRefs_7354.html

“USGS: Geological Survey Professional Paper 1356 (Browns Park Formation).” National Parks Service, U.S. Department of the Interior, 9 Nov. 9AD,
www.nps.gov/parkhistory/online_books/geology/publications/pp/1356/sec4.htm.

“Utah: A Geologic History.” Utah Geological Survey,
geology.utah.gov/popular/generalgeology/geologic-history/utah-a-geologic-history/.

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

Rocks v. Minerals Worksheet

Name _____

Look at the following pictures. Decide if the picture is of a rock or of a mineral. Write an "R" in the box next to the picture if you think it is a rock and an "M" if you think it is a mineral.



Rocks v. Minerals Worksheet

TEACHER COPY

Look at the following pictures. Decide if the picture is of a rock or of a mineral. Write an "R" in the box next to the picture if you think it is a rock and an "M" if you think it is a mineral.



R



R



M



M



M



M



R



M



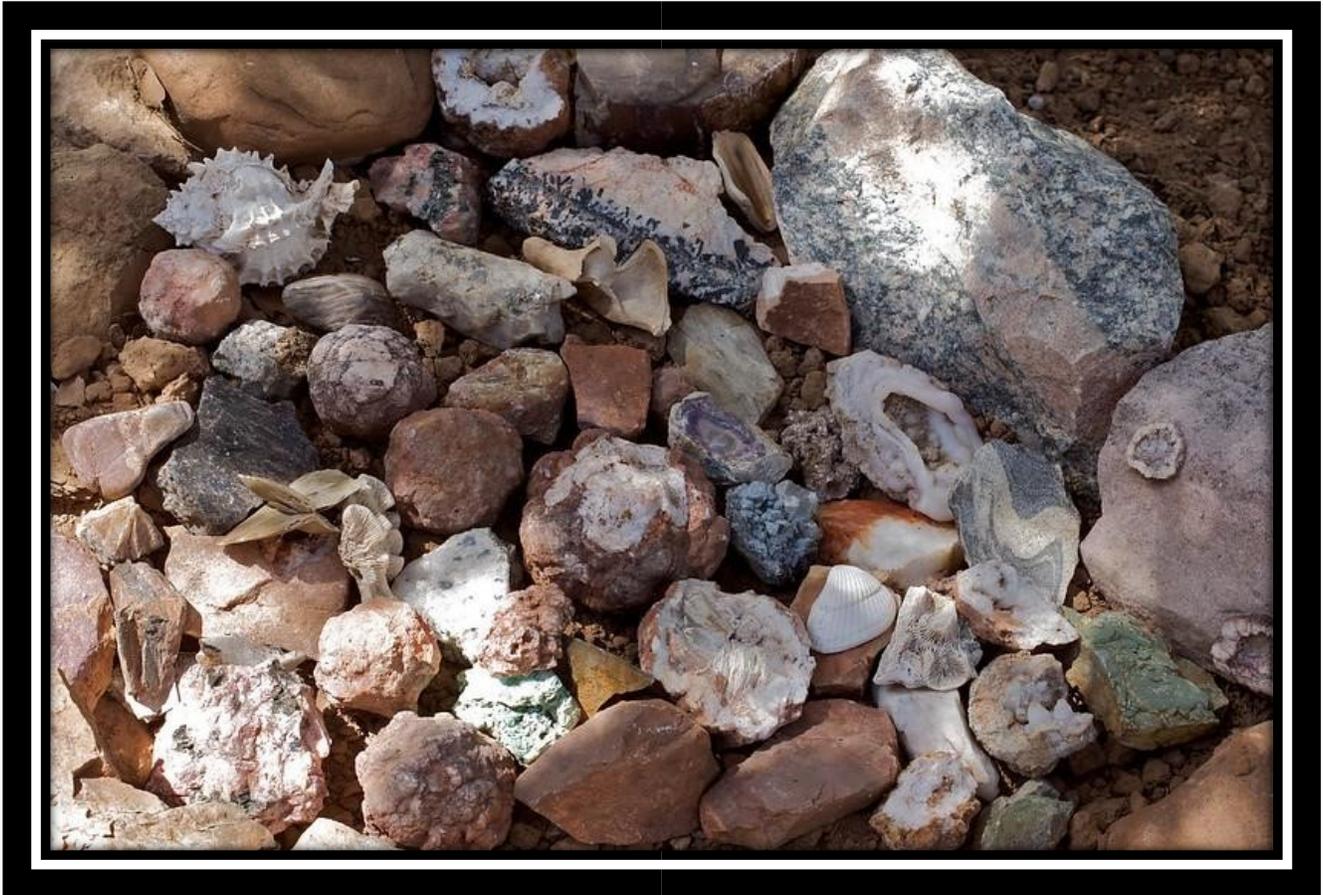
R



R

Rocks

Rocks are made up of minerals, organic materials, and other rocks that are brought together in for a new form.



Minerals

Minerals are an inorganic, solid mass of a single element or compound. They have ordered structures and are created when atoms from more than one element are bonded together.



Local Geology Worksheet

Names _____

What are three characteristics you notice about your rock (color, banded, weight, etc.)?

Based on your observations, is your rock a sedimentary, metamorphic, or an igneous rock?

--

Based on your observations and your guess at what kind of rock you have, what can you infer (educated guess) about the environment that your rock came from? (Was it underground, aboveground, full of magma, watery?)

If you are doing the outside version of this activity, draw a picture of your rock or take a picture with a camera. Your group will show this picture to the class.

EXAMPLE Based on image on pg. 29

What are three characteristics you notice about your rock (color, banded, weight, etc.)?

This rock formation is a tan color with a little bit of red coloring around the base of formation.
The rock has a lot of evidence of erosion. There are holes in the rock showing where wind and
rain have hit the rock. It is also more worn away at the bottom than at the top. There are some
banding visible in this image. These bands are straight lines and they are not warped.
I can't tell how heavy the rocks that make up this image because I am not physically there to hold
them.

Based on your observations, is your rock a sedimentary, metamorphic, or an igneous rock?

Sedimentary Rock.

Based on your observations and your guess at what kind of rock you have, what can you infer (educated guess) about the environment that your rock came from? (Was it underground, aboveground, full of magma, watery?)

Since these rocks are large sedimentary rocks, I infer that these rocks came from being at the
bottom of a watery environment that was aboveground and not affected by magma.

If you are doing the outside version of this activity, draw a picture of your rock or take a picture with a camera. Your group will show this picture to the class.













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 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



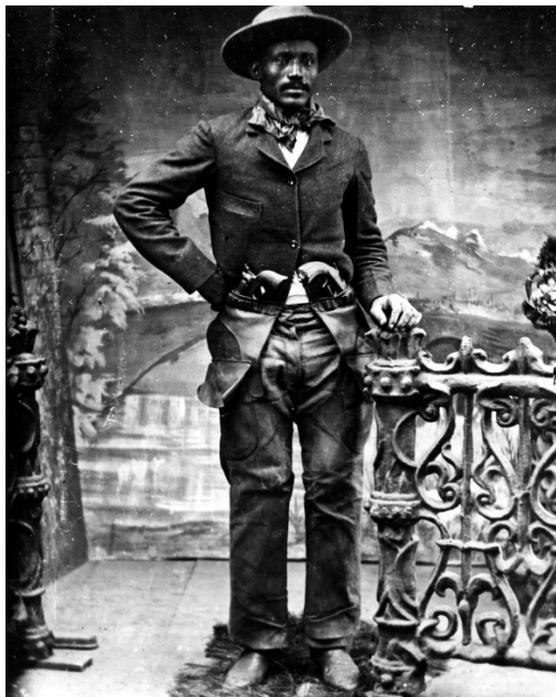
Josie Bassett



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

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.**

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.

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,

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.**

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.](#)

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.

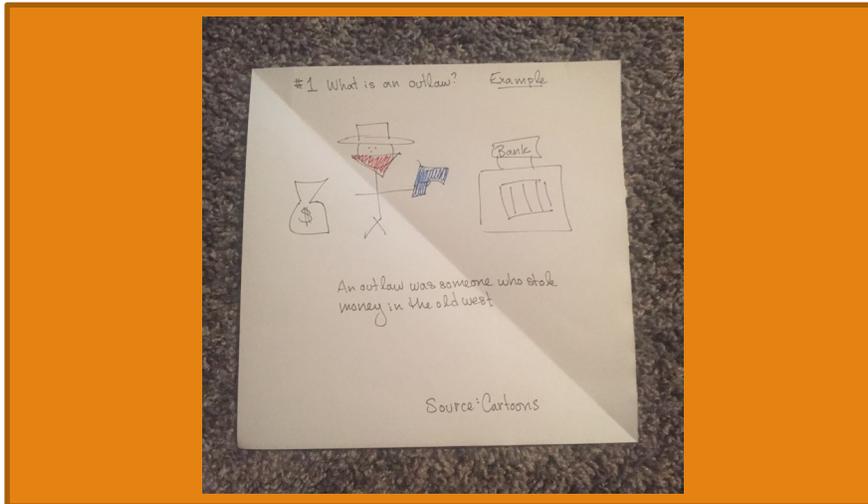
Step 1: Hand out 4 (four) pieces of square paper to each student. Normal printer paper cut into squares works fine, but origami paper can help you save on some prep time. If you plan on collecting each paper after each part of this activity, you may want to hand out one piece of paper as you move through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

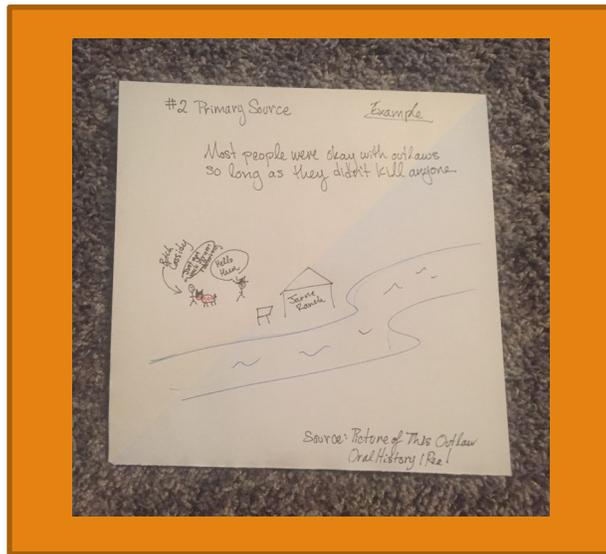
Step 1: Have students get into pairs. Each student will receive 5 sources to analyze. Ensure that each student has a mix of visual and textual-based sources to analyze.

- 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.

- 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?

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

SUGGESTIONS FOR OLDER STUDENTS ASKING THE SOURCES HAD WHEN THEY MADE THE SOURCE.

- 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

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.

Second Activity, Part 4: Analyzing and Compiling Sources

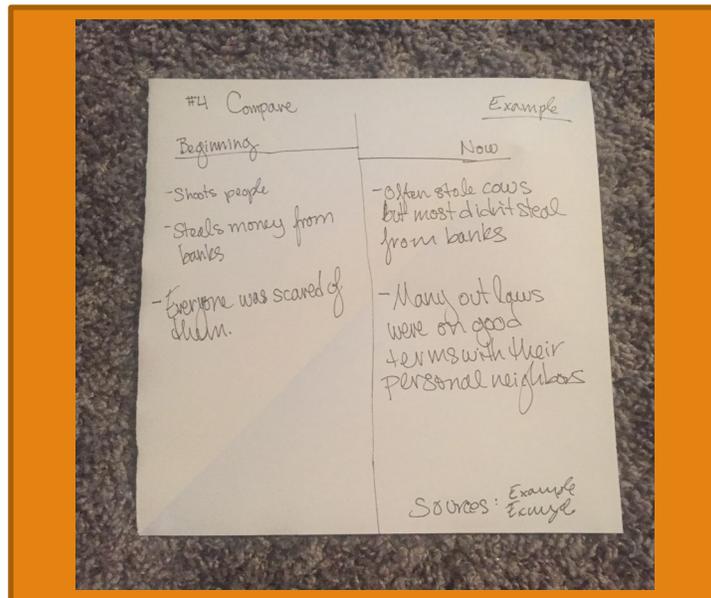
Students will come together to discuss their findings while reading the primary and secondary sources from this lesson plan.

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.

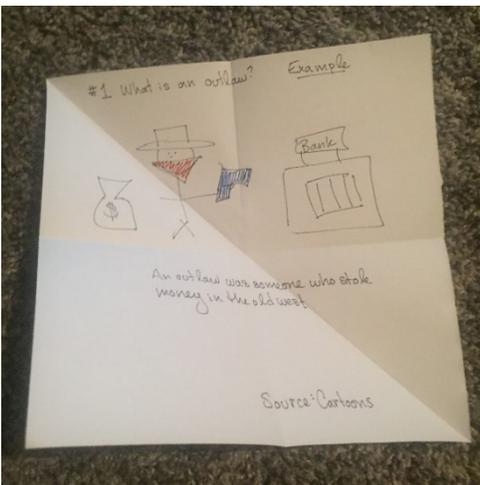
Step 1: Either return each students' papers or ask them to retrieve it from their desks/folder.

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.

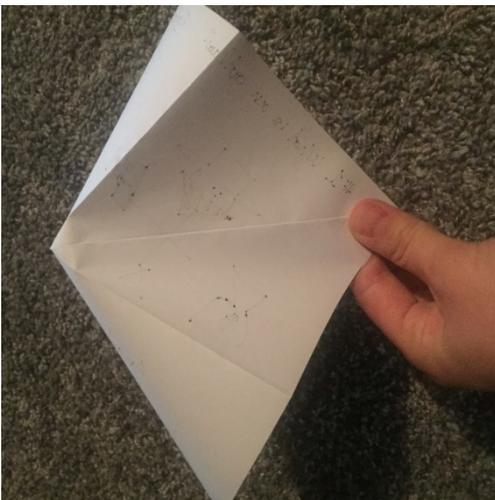
A: Fold each square of paper in half both ways (hotdog and hamburger style).



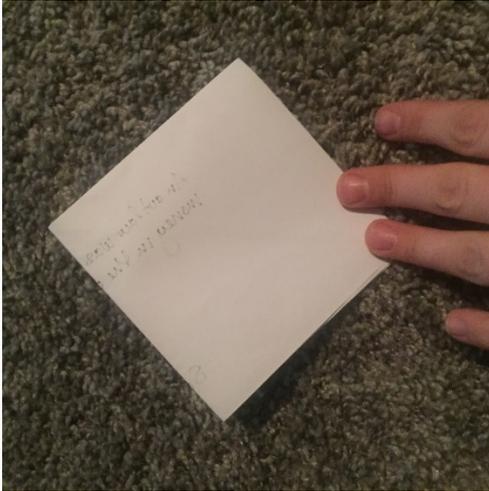
B: Fold a crease diagonally through the paper. There should be three folds at this point.



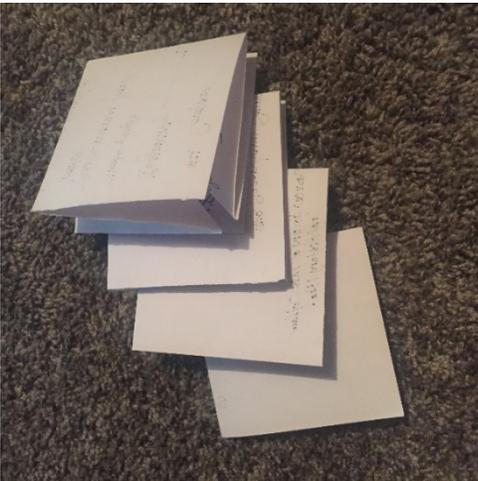
C: Bring the corners on the diagonal fold together.



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.

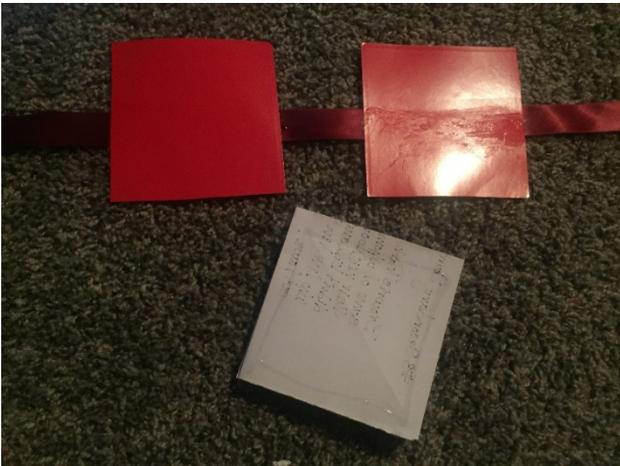
A: Lay the piece of ribbon/string flat on the desk.



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:

4. What did you learn from these activities?
5. What was your favorite part of each of the activities?
6. 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:

3. What do you wish you wish you had learned during this lesson?
4. 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?

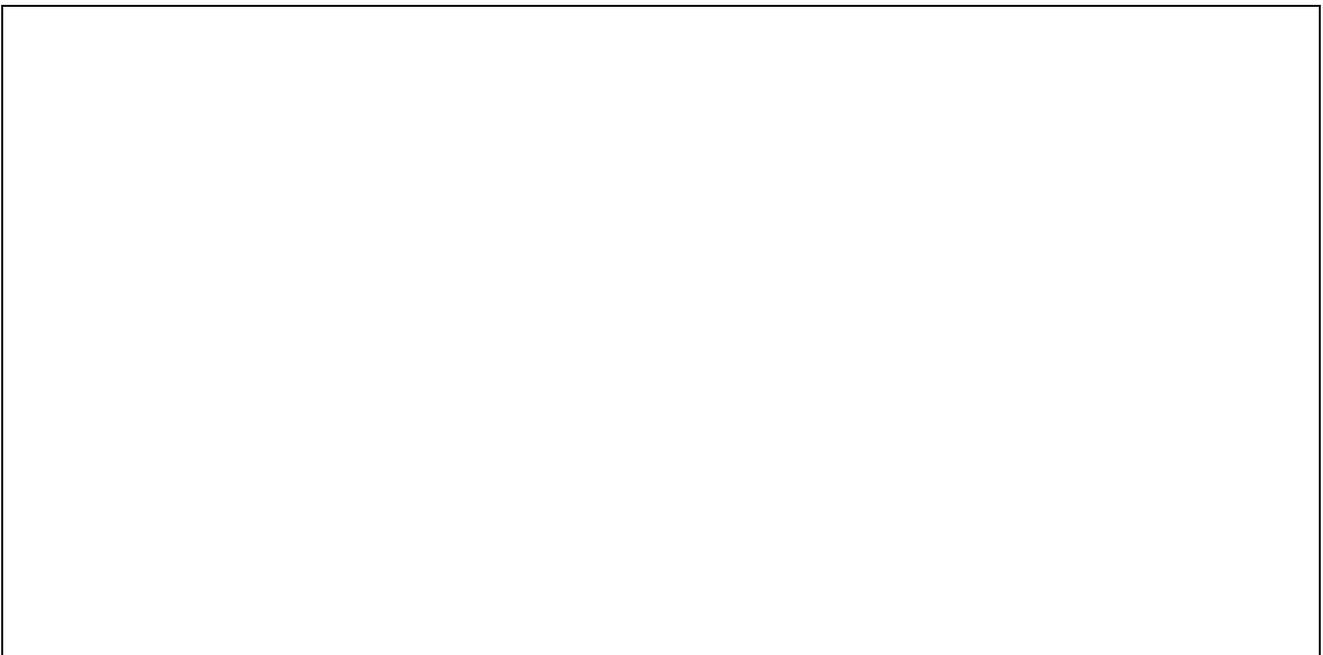
If you have not worked through Activity 2, have your students create a booklet that will help them identify, differentiate, and analyze different kinds of sources. As they work, ask them to integrate their findings at the ranch into their booklets.

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

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.	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 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

For this version, show students a photo of Butch Cassidy, explain his history as a famous outlaw and the time period he worked 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 purpose 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.

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:

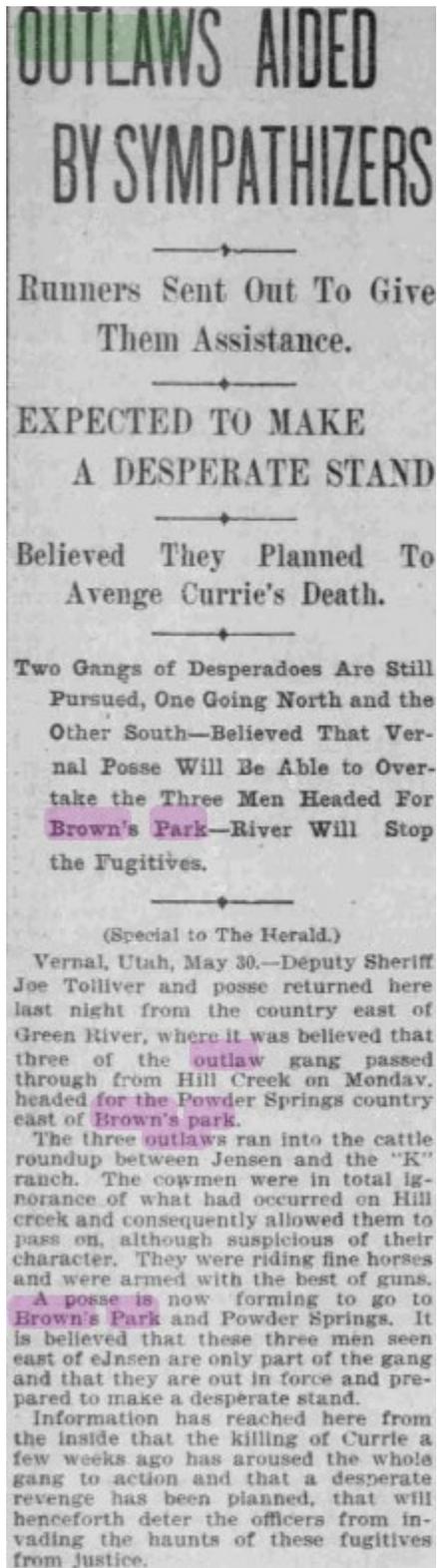
A PBS documentary about Butch Cassidy robbing a bank.

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

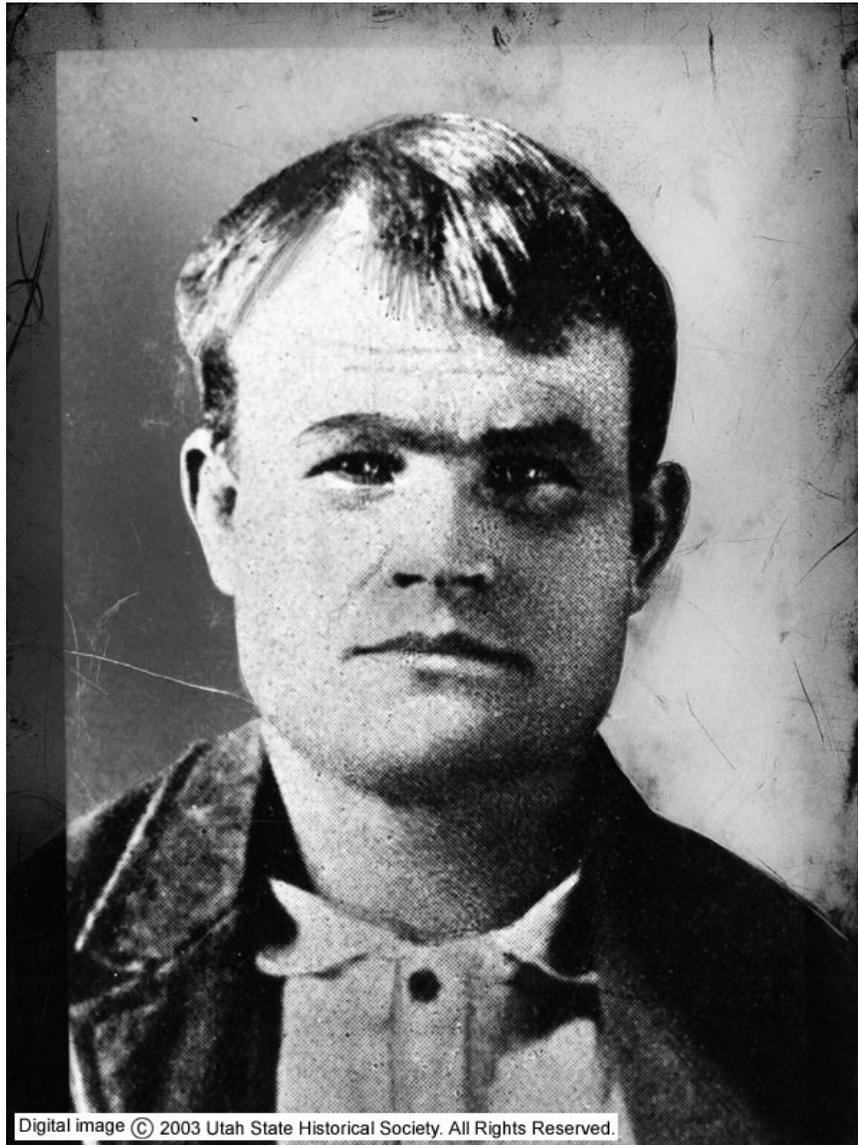
ROCK SPRINGS, Wyo., July 9.—John Jarvie, well known throughout this section, is believed to have been murdered by robbers at his store at Brown's park, near Bridgeport, Utah. James Jarvie, a son, went to his father's place on July 7 but could not find the old man. There was blood on the floor in the 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.

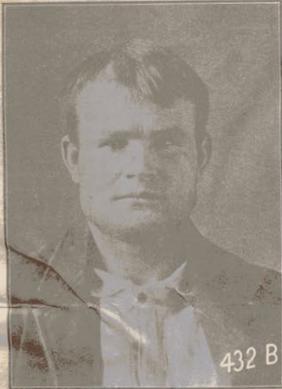
The old man kept a considerable amount of money in the store, as his place is far from a bank, and it is believed that robbers killed him in a fight for the money. Posses are hunting for the murderers. Four sons, James, John, Archie and Thomas, are among the leaders in the pursuit.



“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 1892.

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

Another Bloody Chapter in Brown's Park History.

Vernal, July 1500Roy Colton, who came in last night from 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.

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

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.

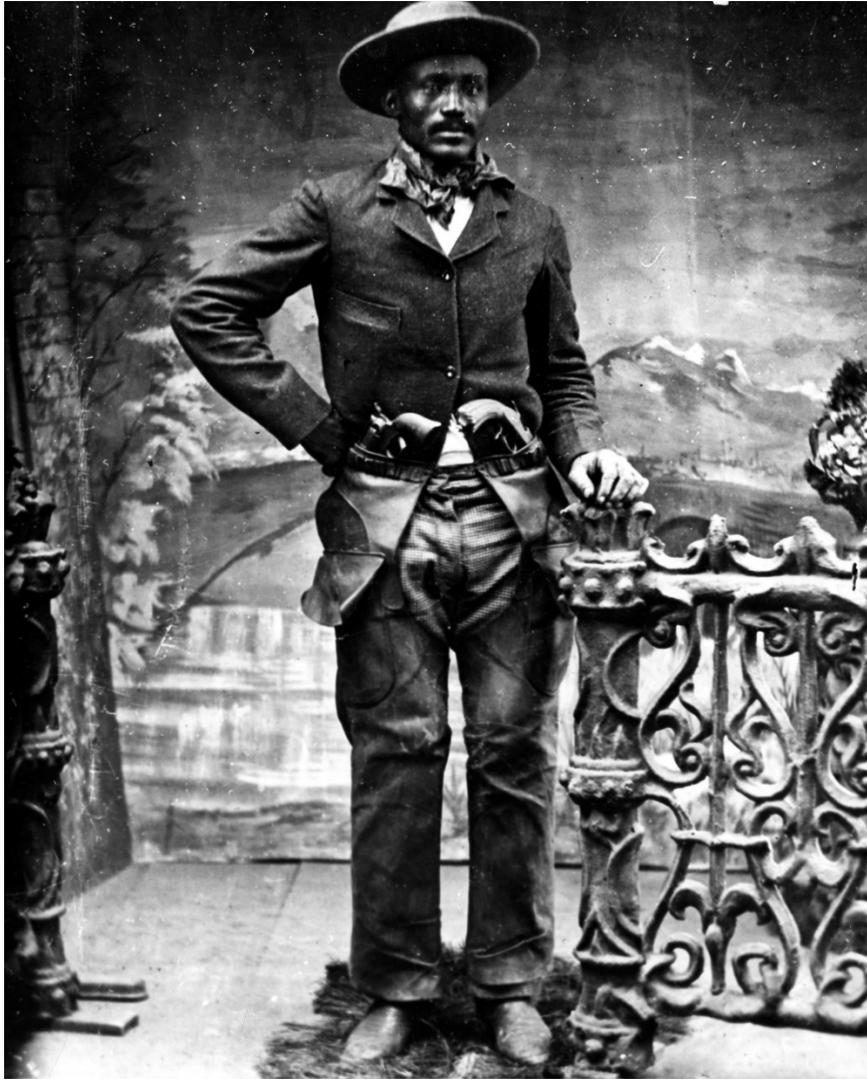
The photographs were made and the material secured for the article by a Life photographer and reporter last August.



“Josie 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 (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.

Bibliography:

Burnoughs, John Rolfe. *Where the Old West Stayed Young*. New York: Bonanza Books, 1962.
Dunham, Dick and Vivian Dunham. *Flaming Gorge Country, The Story of Daggett County, Utah*. Denver: Eastwood Printing and Publishing Co., 1977.
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,T35,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...

The contents of this article may be repurposed for non-commercial, non-profit, educational use.

Distributed by the Utah Education Network eMedia service:

<http://www.uen.org/emedial>

Original digital conversion by UCME: Utah Collections Multimedia Encyclopedia project:

<http://www.uen.org/ucme>

File ID = t_003204

A softbound copy of the original book may be purchased online from the University of Utah Press at:

<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

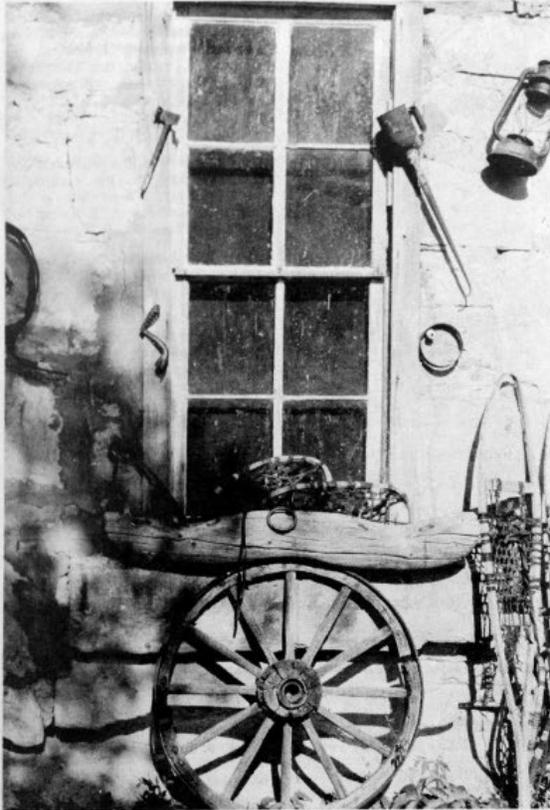
If structure has been removed, how? OT/Original Location Date: / /

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.

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>

Works Cited

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

"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>.

"Browns Park Contains Many Historical Structures." *Vernal Express* (Vernal, UT). May 12, 1982. Retrieved from DigitalNewspapers.org.

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.

"Echoes from the Dust Stirring Wild West Episodes Abound in Early History of Brown's Park Cattlemen." *Vernal Express* (Vernal, UT). July 18, 1974. Retrieved from DigitalNewspapers.org.

"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

“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.

“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.

Lee Kay. “Josie Morris, Brown’s Park Pioneer, Tells of Early Days.” *Vernal Express* (Vernal, UT). December 27, 1951. Retrieved from DigitalNewspapers.org

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

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

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

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

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).



John Jarvie Historic Ranch: Ranching in Brown's Park

Authored by: Amanda Scheuerman

Grade 4-6

LESSON PLAN DETAILS

Time Frame:

60-90 minutes or two class periods

Group Size:

- 4-5 students

Materials:

10 Marbles, 1 Manila Folder, pencils, paper, rope or string for each student.

Life Skills:

Team work, language arts, cultural inclusivity, agricultural literacy.

Intended Learning

Outcomes:

Students will understand ranching culture in the American West and the importance of ranchers in the expansion of the United States.

Jarvie Ranch Ranching in Brown's Park Lesson Plan

By: Amanda Scheuerman

This lesson plan is intended for fourth to sixth grade.

SUMMARY

Students will gain an understanding of ranching in Colorado, Wyoming, and Utah between the 1880s and 1920s. Ranching was an important aspect of the American West and is significant in the history of the United States. Ranching gave food and labor to the growing country. With the advent of the railroad, ranching expanded throughout the continent. Ranching also has a significant impact on the environment, changing the ecosystems wherever it went. In 1946, the Bureau of Land Management was established to manage federal lands. The BLM, along with scientists and ranchers, developed management programs to protect public lands.

Students will learn about cattle drive management. They will have an opportunity to explore how ranching changed over time. Students will also learn about the life of a cowboy.

Relevant Core Standards

Utah Standards 4th Grade

- Standard II: Objective 1 - Describe the historical and current impact of various cultural groups on Utah.
- Standard II: Objective 2 - Describe the ways Utah has changed over time.

Colorado Standards 4th Grade

- Standard 1: History 2. - Analyze key historical periods and patterns of change overtime within and across nations and cultures.
- Standard 4: Civics 2. - Analyze origins, structure, and functions of governments and their impacts on societies and citizens.

Wyoming Standards 4th Grade

- Social Studies; Content Standard 2 - Culture and Diversity - Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
- Social Studies; Content Standard 4 - Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.
- Social Studies; Content Standard 5 - People, Places, and Environments - Students apply their knowledge of geographical themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environments.

Background for Teachers

Prior to teaching this lesson, teachers should know about the history of ranching in Brown's Park. (See Appendix A). It is important to remember that while ranchers and cowboys were expanding into the American West, American Indian populations were dispossessed of their lands. These lands became places where ranchers drove the cattle. For more on Ute land dispossession, see the Ute Map lesson plan in this curriculum.

Background for Students

Prior to beginning this lesson, students may not have an understanding of what it was like to live as a cowboy or to go on cattle drives. During this lesson, students will learn about the different roles that ranchers and cowboys had on the range, the importance of cattle brands, and about cowboy songs.

Lesson Plan Procedure

Day One

- **The Cattle Drive.**
Students will learn about the importance of teamwork on historic and modern-day cattle drives.

Day Two

- **Ranch Life.**
Students will gain an understanding of ranch life by studying the tools used by cowboys and the things they did in their leisure time.

Background: Ranching in Brown's Park and the American West



The history of ranching in Brown's Park is directly tied to that of Westward (and Northward) expansion. One of the earliest known introductions of livestock into the American West came with Spanish explorer Francisco Coronado. Traveling northward from Mexico, Coronado brought with him a large amount of livestock including sheep, cattle, horses, and mules. By the early 1700s, the northern reaches of Mexico, which included modern day Arizona, Texas, and New Mexico were ranching epicenters. Mountain men were known to winter their cattle in Brown's Park in the beginning of the nineteenth century.⁹ Ranching grew exponentially as Mormon pioneers trekked West. However, with the Gold Rush (1848-1865) and the Civil War (1861-1865) came a large increase in the livestock industry. The cattle industry particularly experienced a "livestock boom" when the Transcontinental Railroad was completed in 1869.¹⁰

Ranching in the Uintah Basin and the Colorado Plateau followed a different path than in Texas. In Texas, longhorn cattle were the primary type of livestock. Ranchers had large numbers of cattle that would then be driven north to slaughter houses. Further West, livestock grazed in communal rangelands and in smaller numbers until the 1860s. It was not until the 1870s and 1880s that ranching in Utah, Colorado, and Wyoming started to become influenced by Spanish and Texas industry. At this point, livestock steadily increased in the region.¹¹ Ranchers began to prosper as the industry burgeoned, however disputes erupted

⁹ From Don D. Walker, "The Cattle Industry of Utah, 1850-1900: An Historical Profile, *Utah Historical Quarterly*, Volume 32, Number 3, (Summer 1964) pg. 182.

¹⁰ From Elli I. Leydsman McGinty, "History of Utah," *Rangeland Resources in Utah*, Logan, Utah State University, pg. 7.

¹¹ From Walker, "The Cattle Industry of Utah, 1850-1900," pgs. 183-184.

between small and large herds. This expanded into the Colorado Plateau and the Uintah Basin.

Cattle ranching was a lucrative business. Entrepreneurs could invest in livestock at a relatively low cost. They allowed the cattle to graze on the grasses that grew naturally in valleys and plains. After fattening up the cattle, ranchers would hire cowboys and hands to drive the cattle to major cities further north. The process became streamlined with the completion of the Transcontinental Railroad. Cowboys could drive cattle toward major train lines where they would be shipped for slaughter. Those hoping to get rich quickly often turned to the cattle industry.

Cattle and sheep were in high demand and by the 1890's the western rangeland was considered to be at full capacity. With an estimated 20 million sheep and 26 million head of cattle in the Western United States, it comes to no surprise that the land was in high demand. Resources were becoming depleted with astonishing speed. With this said, however, sheep had a more drastic effect on the shrubs and grasslands, leading to battles between sheep and cattle ranchers. It quickly became clear that new land management strategies were necessary if the region were to keep up with the high demand for livestock. Overgrazing led to the destruction of watersheds leading to flooding in many areas.

In order to combat the devastating effects of overgrazing, the federal government initiated a plan to scientifically manage rangelands at the turn of the twentieth century. Professional scientists were sought out to control the use of the land. The scientists studied livestock and grazing. Professional range managers developed new techniques for the sheep and cattle industry. The federal government found, through these studies, that the rangeland was overgrazed and thus implemented reduction plans. Cattle were no longer permitted to graze on rangelands during the winter months and the grazing lands were to be utilized in a cyclical nature. In 1934, the Taylor Grazing Act regulated grazing on public lands and created the Grazing Service. The Taylor Grazing Act also designated grazing districts on public lands requiring permits or leases for range usage.¹² On July 16, 1946, the Grazing Service and the General Land Office merged to create the Bureau of Land Management (BLM). The length of leases and permits were reduced to ten years in 1976 with the implementation of the Federal Land Policy and Management act. The BLM was given the responsibility to inventory and improve conditions and manage rangelands.

¹² From McGinty, "History of Utah," *Rangeland Resources in Utah*, pgs. 7-8.

Lesson Vocabulary

Livestock	Farm animals such as cattle, sheep, and horses.
Rangeland	Open regions used for grazing livestock.
Cattle Drive	Moving cattle from one area to another, typically to a market or railway head.
Overgrazing	Excessive grazing that causes environmental damage.
Bureau of Land Management	An agency within the U.S. Department of the Interior that manages federal lands.
Corral	A pen for livestock.
Cattle Brand	A mark designating the owner of the cattle.
Honda Knot	A knot used to make a lasso.
Cattle Rustler	A person that takes cattle and claims it as their own, often through rebranding.
Scientific Management	The use of scientists and professionals in creating scientifically based management practices.

Activity: The Cattle Drive

It takes lots of work to run a cattle drive and teamwork was very important. There are several positions on a cattle drive and each is important. Positions include the Trail Boss, Cook, Point, Swing, Flank, Drag and the Wrangler.

- The Cook: The cook rides about a mile ahead of the cattle drive. It is the cook's job to find a place to stop for the night. The cook also prepares food for everybody on the cattle drive. Things that might be served include beans, cornbread (or biscuits), bacon, and coffee.
- The Trail Boss: The trail boss is at the head of the cattle drive. This position is in charge of determining the direction and speed that the cattle move.
- The Point: The point is toward the head of the cattle during the drive, just behind the trail boss. They make sure that the cattle follow the trail boss. They help direct the cattle speed and direction based on the trail boss's orders.
- The Swing: Those in the swing position ride closely to the herd. They travel about a third of the way down from the point. The swing's purpose is to keep cattle following the point. They constantly look for cattle that might stray from the herd.
- The Flank: The flank position is toward the rear third of the herd. They back up the swing and the point. They also keep the cattle herd grouped together and in a tight position/
- The Drag: The drag position is located at the back of the cattle herd. They keep the herd going by pushing slower animals along.
- The Wrangler: It is the wrangler's job to take care of the horses. It is his job to make sure that the wagons are well repaired. He also helps the cook collect firewood.

The Cattle Drive: 10 marbles, 1 manila folder, cattle drive position handout

Step 1: Group the students in groups of 4-5 students. Have one person in each group hold a closed manila folder. Place 10 marbles on top of the folder. The marbles represent cattle on a drive. The students play the role of cowboy. Instruct the students not holding the folder to "handle the cattle," meaning to place fallen marbles back on the folder. Have the group navigate around the classroom, making a route around the tables and chairs. As the marbles fall off, students will gain a sense of how difficult it is to guide cattle on the drive and how important the cowboys are.

Step 2: After every group has the chance to try the marble activity explain the different roles on a cattle drive (See handout titled Cattle Drive Positions). Explain that each role was very

important on the cattle drive. Teamwork was crucial. Describe the positions as explained above.

Step 3: Explain to the students that they are to choose a position on the cattle drive that they would like to work as. Give the students the option to choose any position, then have them write about why they would like to have that cattle drive position.

Questions for students:

- What is a cowboy?
- What is a cattle drive?
- What roles are there on a cattle drive?
- What tools do you think cowboys use?
- What did cowboys eat? (bacon, beans, biscuits, and coffee-all foods that travel easily and can be cooked over a campfire)
- What dangers could a cowboy face?

The Modern Cattle Drive

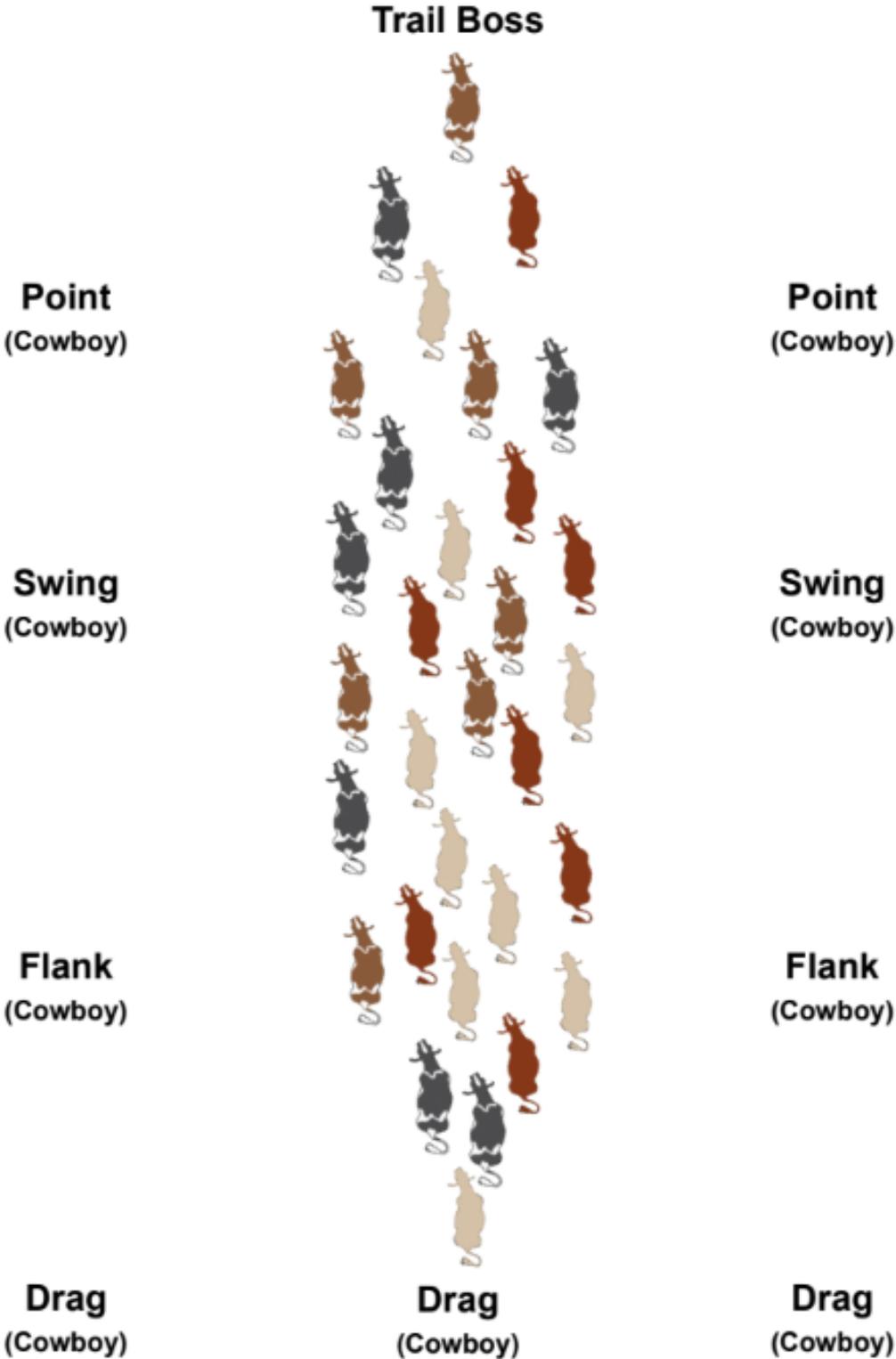
Have the students watch the attached video about a modern-day cattle drive in Utah. Explain that cattle drives continue to this day:

[HTTP://WWW.MYAMERICANFARM.ORG/VIDEOS/VIDEO_PLAYER.PHP?VURL=AH611_CATTLEDRIIVE.MP4](http://www.myamericanfarm.org/videos/video_player.php?vurl=ah611_cattledrive.mp4)

Question for students:

- What do we use cattle for? (beef, pharmaceuticals, tallow which is used for making soaps, lubrication, and candles)
- Why were so many people needed for the cattle drive, as shown in the video?
- What do modern cowboys wear?
- What skills do cowboys need?

Cattle Drive Positions



Activity: Cattle Branding

Cattle Branding: *pencils, paper, “Marks and Brands” attachment*

Step 1: Have the students watch the attached video about cattle branding:

<https://www.youtube.com/watch?v=ImDR67pJyLU>

Step 2: Explain that cattle brands helped ranchers identify which cattle were theirs. This also protected them from rustling (cattle theft). Cattle brands were usually chosen from symbols that meant something to the cattle owner’s family.

Step 3: After finishing the video, show the students the attached “Marks and Brands” image. These are examples of actual cattle brands used in Brown’s Park and other regions in Utah. Allow the students to design their own cattle brands. Instruct the students to think of a symbol that is important to them or to their families. The students’ cattle brands can be created with pencil and paper. After designing their brands, have the students explain, in their own words, why they chose their brand.

Discussion Questions:

- What is cattle rustling?
- Why are brands useful?
- Who were the first people to brand cattle?

Cattle Brands: Grades 7-12

Have the students watch this brief video about cattle branding which explains the history of the cattle brand as well as the different types of brands used:

<https://www.youtube.com/watch?v=ImDR67pJyLU>.

Using a projector, display the attached “Marks and Brands” file.

Explain to the students that they are cattle ranchers. It is their job to design their own cattle brand. Explain that cattle brands are designed to represent something that is important to the cattle rancher. These were initials, symbols, and simple images. This will be done in the form of a personalized stamp that they can keep and use.

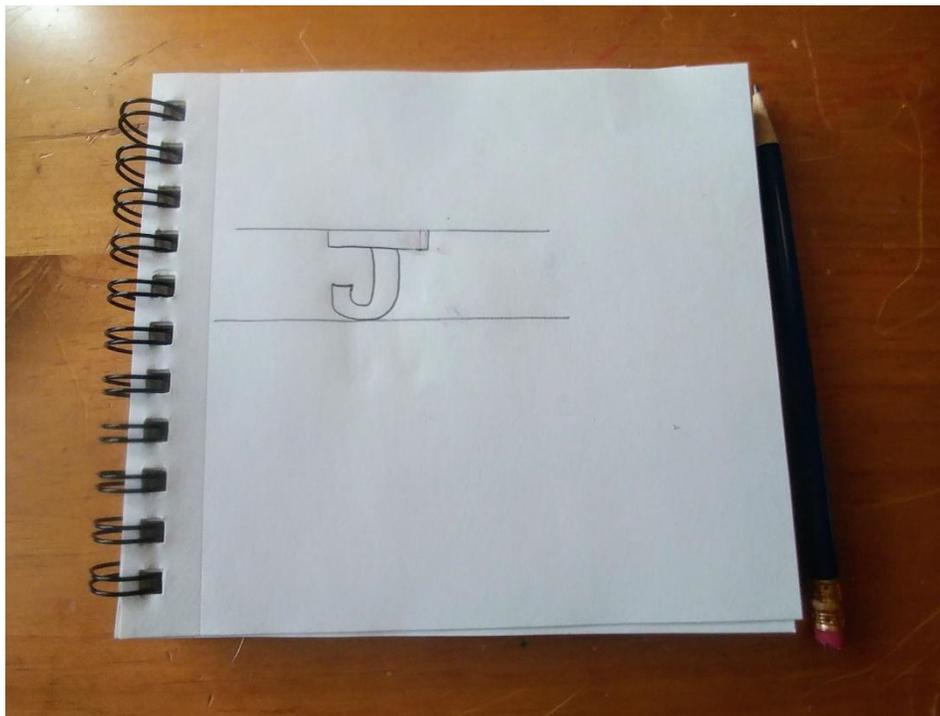
Materials:

“Marks and Brands” attachment; Paper; Artgum Erasers; X-acto Knives; Pencil; Ink Pad

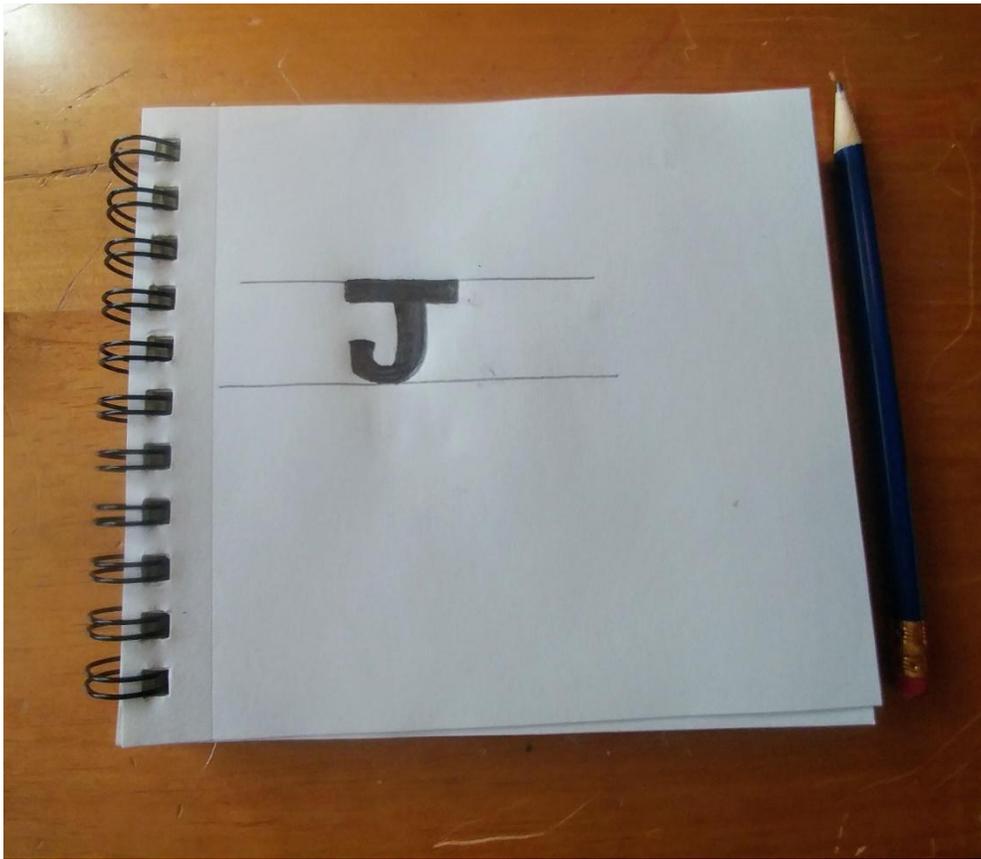


Grade 7-12 Extension: Important note about safety: Please ensure that the students are aware of how sharp X-acto knives are. Teachers should take all necessary precautions to make sure that students are safe.

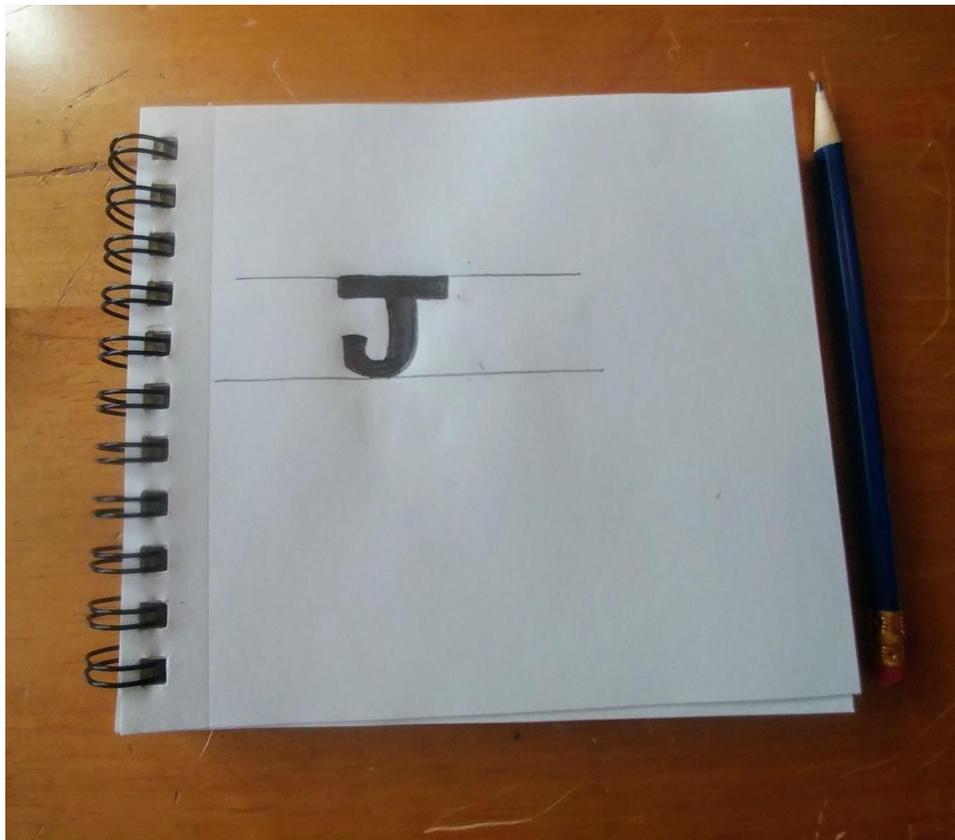
1. With the pencil and paper, have the students design their cattle brand logo. The simpler the logo, the easier it will be to carve out.



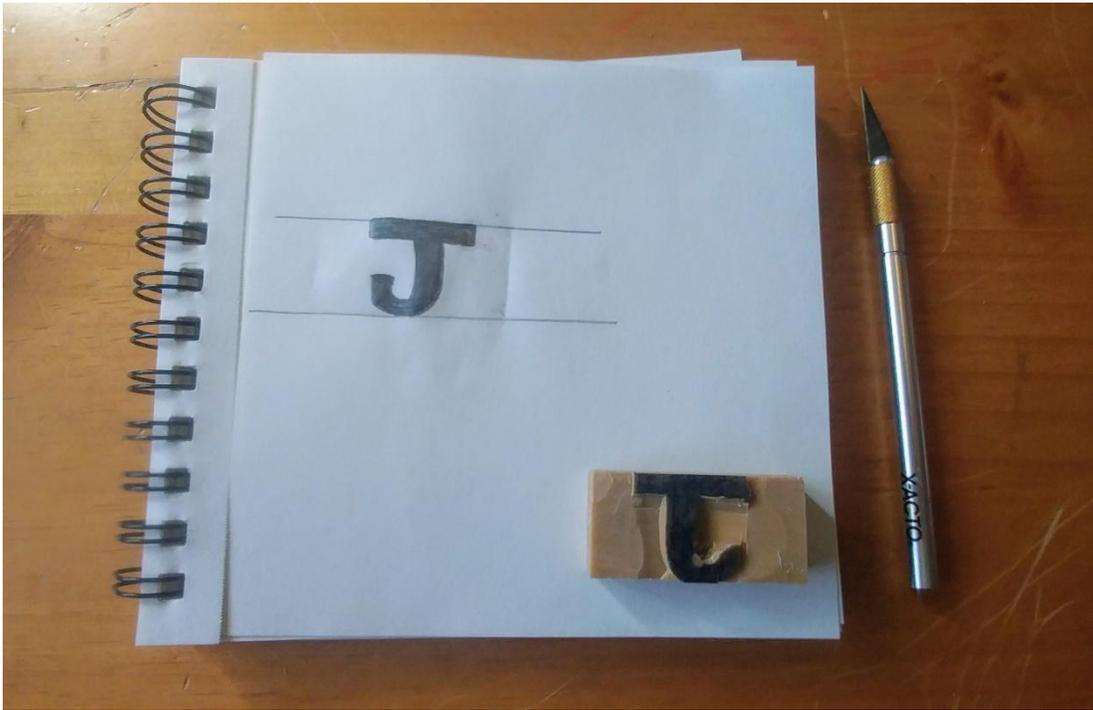
2. Darken the inside of the image with a pencil, making the image as dark as possible.



3. Place the darkened image on top of the Artgum and rub the entire image onto the Artgum. This will create the *reverse* of the logo.



- Using the X-acto knife, safely carve out the cattle brand logo. The students will need to carve away excess material to get to their logo. This will be the brand. Be sure to leave space to be able to handle the stamp.



- The students now have their own cattle brand stamp!



MARKS AND BRANDS.

BRANDS	PLACE OF BRAND.	DATE WHEN RECORDED.	OWNER	RESIDENCE.
H5	Right shoulder	April 9, 1887	William F. Hanley	Sugar House Ward, Salt Lake Co.
H7	Right ribs	Mar. 22, 1887	Henry Atkinson	South Bountiful, Davis Co.
H	Left hip or thigh	Dec. 20, 1886	Elliott Hartwell	Salt Lake City
H	Right thigh or ribs	Oct. 7, 1887	H. B. Kleinman	Toquerville, Washington Co.
H7	Left ribs	Oct. 7, 1887	Hans Olsen	Spanish Fork, Utah Co.
H	Left hip or thigh	April 5, 1888	C. O. Hansen	Spanish Fork, Utah Co.
HFJ	Left ribs, cattle	Nov. 7, 1888	Heber F. Johnson	Payson, Utah Co.
HL	Left hip or thigh	Mar. 11, 1887	Hans H. Lunger	Granger, Salt Lake Co.
HP	Left hip or thigh	Feb. 9, 1885	William Henriod and Isaac H. Preston	Deep Creek, Tooele Co.
HL	Left hip or thigh	Mar. 23, 1886	Hans E. Larsen	Spring City, Sanpete Co.
HP	Left hip or thigh	May 3, 1888	H. M. Pearson	Sandy, Salt Lake Co.
HOS	Left hip or thigh	Nov. 12, 1887	Hans Ottesen	Spanish Fork, Utah Co.
HOY	Right or left hip	Oct. 21, 1886	Henry Hoy	Brown's Park, Utah
HOY	Right or left ribs	Aug. 17, 1886	J. S. & V. S. Hoy	Brown's Park, Utah
HP	Left hip or thigh	April 21, 1887	Hans Peter Petersen	Big Cottonwood, S. L. Co.
T	Right hip or thigh	May 2, 1887	J. D. Irvine	Payson, Utah Co.
I	Left shoulder	May 29, 1888	Soren Jorgenson	Oasis, Millard Co.
IB	Left shoulder	Feb. 13, 1886	William C. Bowman	Frisco, Beaver Co.
IB	Right thigh	May 31, 1888	Indian William	Skull Valley, Tooele Co.
IB	Left hip or thigh	Jan. 29, 1887	Ira Beal	Shonesburg, Washington Co.
IC	Left shoulder, horses	June 23, 1885	Metcalf Cattle Co.	Corinne, Box Elder Co.
IC	Left hip	Nov. 17, 1887	Christen Christianson	Brigham, Box Elder Co.
IC	Left shoulder	Jan. 7, 1888	Isaac Colby	Vermillion, Sevier Co.
ID	Left hip or thigh	Sep. 29, 1888	John Kidd	Upton, Summit Co.
IE	Left thigh	April 17, 1886	Horace Eldredge	Sugar House Ward, Salt Lake Co.

MARKS AND BRANDS.

BRANDS.	PLACE OF BRAND.	DATE WHEN RECORDED.	OWNER.	RESIDENCE.
IE	Left ribs	July 2, 1886	John E. Ingles and William Eccles	Scotfield, Emery Co.
IF	Right shoulder	May 21, 1887	Isaac Ferguson	Big Cottonwood, S. L. Co.
IG	Left hip or thigh	Sep. 21, 1887	J. W. Griffiths	Union, Salt Lake Co.
I-H	Either hip or thigh	Aug. 2, 1887	Alvin W. Hatch	Juab, Juab Co.
Ih	Left hip or thigh	Aug. 16, 1886	Ira Hayden	Moab, Emery Co.
H	Left hip or thigh	Mar. 30, 1888	Isaac R. Hardman	Lehi, Utah Co.
IH	Left thigh or ribs	Feb. 8, 1887	William B. Hughes	Spanish Fork, Utah Co.
IH	Left ribs	April 5, 1888	George Hansen	Spanish Fork, Utah Co.
IJ	Left shoulder	Feb. 8, 1888	Jens Jensen	Moroni, Sanpete Co.
IF	Left hip or thigh	June 16, 1887	Isaac Jones	Cedar City, Iron Co.
IL	Right hip or thigh	Sep. 26, 1885	William I. Layton	Layton, Davis Co.
IP	Right hip or thigh	July 1, 1885	Isaac Price	Laketown, Rich Co.
IP	Left ribs	Feb. 21, 1888	George Price	Charleston, Wasatch Co.
IP	Left hip or thigh	June 2, 1885	Isaac Petersen	Scipio, Millard Co.
IP	Left hip or thigh	Jan. 5, 1887	Isaac Preston	Muncy, White Pine Co., Nevada
IP	Left hip	May 18, 1886	Isaac Pulman	Logan, Cache Co.
IS	Left thigh	Sep. 4, 1886	William Miskimmins	St. John's, Tooele Co.
IS	Right shoulder	April 25, 1885	Isaac Smith	Logan, Cache Co.
I-S	Right hip	May 26, 1887	H. H. Smith	Corinne, Box Elder Co.
I-S	Right ribs	June 6, 1887	R. Walter	Corinne, Box Elder Co.
IT	Left thigh	Sep. 25, 1886	James F. Rasband	Heber, Wasatch Co.
IV	Right hip or thigh	Oct. 27, 1888	John Olsen	Mayfield, Sanpete Co.
I>	Left ribs	April 19, 1888	Robert Baird	Heber, Wasatch Co.
IV	Left hip or thigh	April 21, 1886	Arthur F. Ivie	Scipio, Millard Co.
IW	Left hip	May 26, 1885	John H. Williams	Grass Creek, Summit Co.

Activity: The Cowboy's Lasso

Cattle Branding: *string or rope*

An important tool for the cowboy was the Honda Knot, which is also known as a Bowstring Knot. This knot forms a loose and permanent loop called the “hondo.” This knot was used for lassos. The lasso helped the cowboy get a hold of cattle and horses on the range. They were then able to manage livestock with the help of the Honda Knot.

Students will learn how to tie the Honda Knot in this lesson, helping them understand the life of the cowboy and the tools they use.

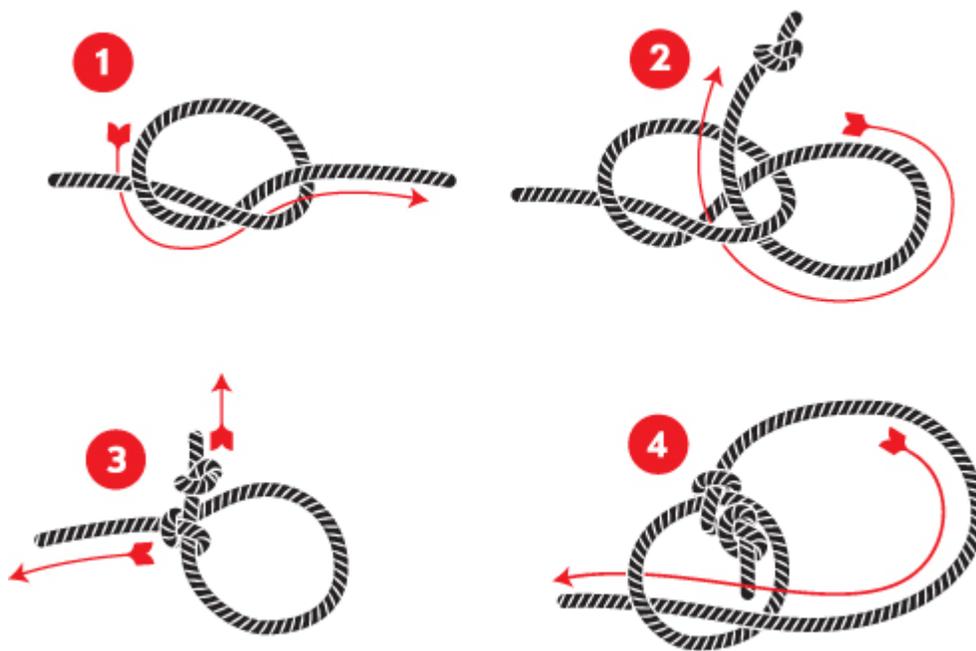


Image Credit: Mckilbo Illo

Step 1: Create a loose overhand knot by making a loop and pulling the working end through the loop.

Step 2: Next, students need to create a “stopper.” This is a tight overhand knot at the end of the rope or string. Next, bring the working end back through the loop at the other end of the overhand knot.

Step 3: Get the “hondo” by tightening the overhand knot and pulling the stopper tight. Make sure to leave a loop.

Step 4: Once you have the hondo, pull the working end of the rope or string through the loop.

Cowboys' Folk Songs:

The cowboy continues to be a major icon in American History. While romanticized, it was certainly a rough life working as a cowboy on ranches and on the range. Several songs come from the era of the cowboy, which found its heyday in the decades following the Civil War. The collection and archiving of these songs became the focus of the early twentieth century when archivists sought to preserve the past. The authenticity of these songs have come into question, however not without having a lasting impact on American culture. Cowboy life became synonymous with expansion into the West.

Tell the students that they are going to hear a poem and song that came from living as a cowboy on the frontier. Instruct the students to imagine the life of the cowboys depicted in these songs.

“The Dreary, Dreary Life”

The Cowboy's life is a dreary, dreary life
Some say it's free from care;
Rounding up the cattle from morning till the night
In the middle of the prairie so bare.

Half past four, the noisy cook will roar,
“Whoop-a-whoop-a-hey!”
Slowly you will rise with your sleepy-filling eyes
The sweet, dreamy night passed away.

The greener lad he thinks it's play,
He'll soon peter out on a cold rainy day,
With his big bell spurs and his Spanish hoss,
He'll swear to you he was once a boss.

The cowboy's life is a dreary, dreary life,
He's driven through the heat and cold;
While the rich man's a-sleeping on his velvet couch,
Dreaming of his silver and gold.

Spring-time sets in double trouble will begin,
The weather is so fierce and cold;
Clothes are wet and frozen to our necks,
The cattle we can scarcely hold.

The cowboy's life is a dreary one,
He works all day to the setting of the sun;
And then his days work's not done,

For there's his night herd to go on.

The wolves and owls with their terrifying howls,
Will disturb us in our midnight dream;
As we lie on our slickers on a cold, rainy night,
Way over on the Pecos stream.

You are speaking of your farms, you are speaking of your charms,
You are speaking of your silver and gold;
But a cowboy's life is a dreary, dreary life,
He's driven through the heat and cold.

Some folks say that we are free from care,
Free from all other harm;
But we round up the cattle from morning till night,
Way over on the prairie so dry.

I used to run about, but now I stay home,
Take care of my wife and child;
Nevermore to roam, always stay at home,
Take care of my wife and child.

Half past four the noisy cook will roar,
"Hurrah boys, she's breaking day!"
Slowly we will rise and wipe our sleepy eyes,
The sweet, dreamy night passed away.

A rendition of this song can be found at <https://youtu.be/1KRvmnDyxG4>.

After listening to this poem, ask the students to think about the images they heard. List these on the board. Discuss in an open discussion about the life of the cowboy.

Discussion Questions:

- What were some hardships that cowboys experienced?
 - Waking up early, the weather, scary nights, etc.
- What type of work did cowboys do?
- Did cowboys make a lot of money?
- Would you like to have been a cowboy?
 - Why or why not?

Jarvie Ranch Visit Extension

Need paper and pencil.

While visiting Jarvie Ranch, students will have the opportunity to view different tools used on the ranch. They will also see the remnants of ranching: corrals, branding irons, barbed wire, etc.

Instruct students to identify one or two tools that would have been used for ranching while visiting Jarvie Ranch. Have the students draw what tool they chose. After drawing the tool, direct students to make an inference about what that tool would have been used for in the 1890s-1910s, while Jarvie Ranch was active. The students can then take their pictures to the Ranger and to their teacher to learn how that tool was used. Have the students write a paragraph about what it would have been like to live on Jarvie Ranch at that time and how they would have used the tools they identified.

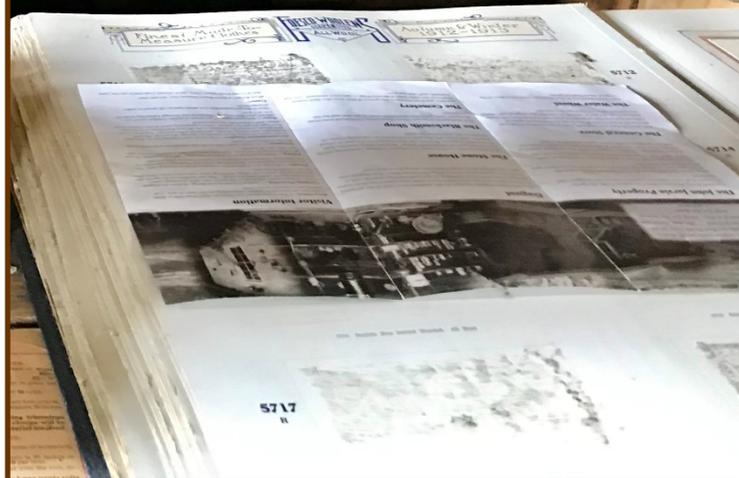
Works Cited

- Bureau of Land Management. Rangelands and Grazing. (United States Department of the Interior) Retrieved from <https://www.blm.gov/programs/natural-resources/rangelands-and-grazing> on March 19, 2020.
- Cattle Drive Positions. (Utah State University, 2015). Retrieved from https://naitc-api.usu.edu/media/uploads/2015/07/14/Cattle_Drive_Positions.pdf
- Dunham, Dick. and Vivian Dunham. Our Strip of Land: A History of Daggett County. (Manila: Daggett County Lions Club, 1947).
- Elofson, Warren M. Cowboys, Gentlemen, and Cattle Thieves: Ranching on the Western Frontier. Ithaca: McGill-Queen's University Press, 2000.
- Feldman, Lauren. "Cattle Drive Positions," American Cowboy. Retrieved from <https://www.americancowboy.com/people/cattle-drive-positions-53630> on March 3, 2020.
- Hoy, J. S. "A History of Brown's Park," The Outlaw Trail Journal. Vernal: Uintah County Library. Outlaw Trail History Center. (Winter, 2004).
- Johnson, Michael W., Robert E. Parson, and Daniel A. Stebbins. A History of Daggett County: A Modern Frontier. (Salt Lake City: Utah State Historical Society, 1998).
- Lomax, John A. Cowboy Songs and Other Frontier Ballads. (New York: Sturgis and Walton Company, 1910, 1911).
- McGinty, Elli I. Leydsman. "History of Utah," Rangeland Resources of Utah. (Logan: Utah State University). pages 2-9.
- Peterson, Charles S. "Livestock Industry," Utah History Encyclopedia. Utah State Quarterly. Volume 32 (1964).
- Rutherford, Burt. "Sheep and Cattle? The Combination Really Works," Beef. (June 1, 2018). Retrieved from <https://www.beefmagazine.com/pasture/sheep-cattle-combination-really-works> on March 19, 2020.
- Spangler, Jerry D. Paradigms and Perspectives: A Class I Overview of Cultural Resources in the Uinta Basin and Tavaputs Plateau, Volume II. (Salt Lake City: Uinta Research, 1995).
- Walker, Don D. "The Cattle Industry of Utah, 1850-1900: An Historical Profile," Utah Historical Quarterly 32, no. 3 (Summer 1964): 182-197.
- <https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=268>
- <https://www.thirteen.org/wnet/ranchhouse/teachers.html>



John Jarvie Historic Ranch: Jarvie Ranch Store

Authored by: Amanda Scheuerman



Grade 3-5

LESSON PLAN DETAILS

Time Frame:

1 class period

Group Size:

- 3-5

Materials:

- Paper, Crayons,
Colored Pencils.

Life Skills:

Historical thinking, using primary sources, creative inquiry through art, economics and culture; analytical thinking; interpretive skills.

Intended Learning

Outcomes:

Students will understand how people in rural communities ordered goods required for daily life.

Jarvie Ranch Store Lesson Plan

By: Amanda Scheuerman

This lesson plan is intended for grades 3-5. See the end of this lesson plan for ideas on how to adjust this material for lower or higher grades.

SUMMARY

John Jarvie opened his store in 1880. Upon visiting the historic site, visitors can see an 1897 Sears Roebuck Catalog. Store patrons used this catalog to order a wide variety of goods from clothing to farming equipment. In this lesson, students will become familiar with 19th century items that patrons could order from Sears. They will explore 19th-century clothing as well as tools. Students will learn about 19th-century culture and economics.

Relevant Core Standards

Utah Standards 4th Grade

- Social Studies: Standard 1; History - 2. The historical eras, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.
- Social Studies: Utah Studies; Standard I - Students will understand the relationship between physical geography and human life in Utah.
- Social Studies: Utah Studies; Standard II - Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.
-

Colorado Standards 4th Grade

- Social Studies: Standard 1; History - 2. The historical eras, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.

Wyoming Standards 4th Grade

- Social Studies: Content Standard 2; Culture and Cultural Diversity - Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.
- Social Studies: Content Standard 3; Production, Distribution; and Consumption - Students describe the influence of economic factors on societies and make decisions based on economic principles.
- Social Studies: Content Standard 4; Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.
- Social Studies: Content Standard 5; People, Places, and Environments - Students apply their knowledge of the geographical themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of the interrelationships among people, places, and environment.

Background for Teachers

In 1880, John Jarvie, and his wife Nellie, opened the only store within 70 miles in Brown's Park. While the store and their log house was being built on the north side of the Green River, the Jarvie's lived in a dugout made of two rooms. After the store was built, it became the center of social and economic life in the region. The store provided much needed goods to the people that lived there and to the new settlers.

Background for Students

Prior to beginning this lesson, students should learn that rural communities traveled to local stores where they could order goods from as far away as Chicago.

Lesson Plan Procedure

- **Sears Clothing:**
Students will have the opportunity to explore a cultural artifact and make inferences about period clothing on the frontier.
- Students will design their own frontier clothing based on examples found in the 1897 Sears and Roebuck Catalog.

Activity: Sears Roebuck Clothing

- Print or display on a projector the Sears and Roebuck Catalog pages attached to this lesson. Start with the pages specifically related to clothing and shoes.
- Explain that the Sears and Roebuck Catalog is a special artifact that can be found at the Jarvie Ranch store. Share with the students the procedures for ordering items from the catalog.
 - Patrons would enter the Jarvie Store, peruse the catalog, and then place orders with the proprietor. The proprietor would then send the order to Sears headquarters in Chicago. After the order was placed, Sears would ship the order via the Post Office. For large orders, Sears sent the items via freight train to the store. Upon arrival, the patron could return to the Jarvie Store to retrieve their purchases.
- Place the students in groups of 4-5.
- Have each group examine the Sears catalog pages paying special attention to the style of clothing that men, women, and children wore.
- Give each student paper and crayons (or colored pencils).
- Instruct the student to design their own 1897 period clothing using the Sears catalog as a guide. This could be done with a focus on frontier clothing or day-to-day clothing.

Questions

- What sorts of clothes did people wear in 1897?
- What types of clothes did cowboys wear?
- Why would clothes on the frontier differ from city clothes at the time?
- How did customers place an order with Sears?
- What is an artifact? (an item from the past that was created by a human and has historical or pre-historical significance)
- Why is the Sears Roebuck catalog considered an artifact?

Extension to Grades 7-12

Mapping Activity:

Materials: Union Pacific Railway Rand McNally Map (Next Two Pages), Paper, Pencil

Group Size: Individual

At John Jarvie Historic Property visitors can explore a reconstruction of the John Jarvie store. While there, they may come across the 1897 Sears Catalog. Settlers in Brown's Park would visit the Jarvie Store, search the catalog, and place an order. John Jarvie sent off these orders to Chicago, Illinois and then waited for their shipment. Once they arrived, patrons would return to pick up their orders. These orders were often sent via the post office. Larger orders were sent on the railway.

In this activity, students will individually create a railway that goes from Chicago, Illinois to Browns' Park, Utah. Explain to the students that the railroads served as a primary means of transportation and helped to grow the economy. John Jarvie's store was connected to the large network of transportation, even though Brown's Park seemed to be an isolated region. Give each student a copy of the 1897 United States Map. This map has major landmarks and cities displayed. Instruct the students to draw a route from Chicago, Illinois to Brown's Park, Utah. They are to consider the riverways and mountain ranges and how a train might cross such barriers. (20 minutes)

After each student has had a chance to draw their railroad map from Chicago to Brown's Park, compare the maps to the Union Pacific Railway and Rand McNally 1897 Map. The map illustrates the actual railways and networks that connected the nation. Commerce ran along these railways. Explain to the students that although Brown's Park seemed isolated, the settlers of the region were connected to Jarvie's store which accessed a system of networks that connected the United States.



The Jan. Residence of Richard Young, Treasurer of the Missouri Pacific.

UNION PACIFIC RAILWAY AND CONNECTIONS.

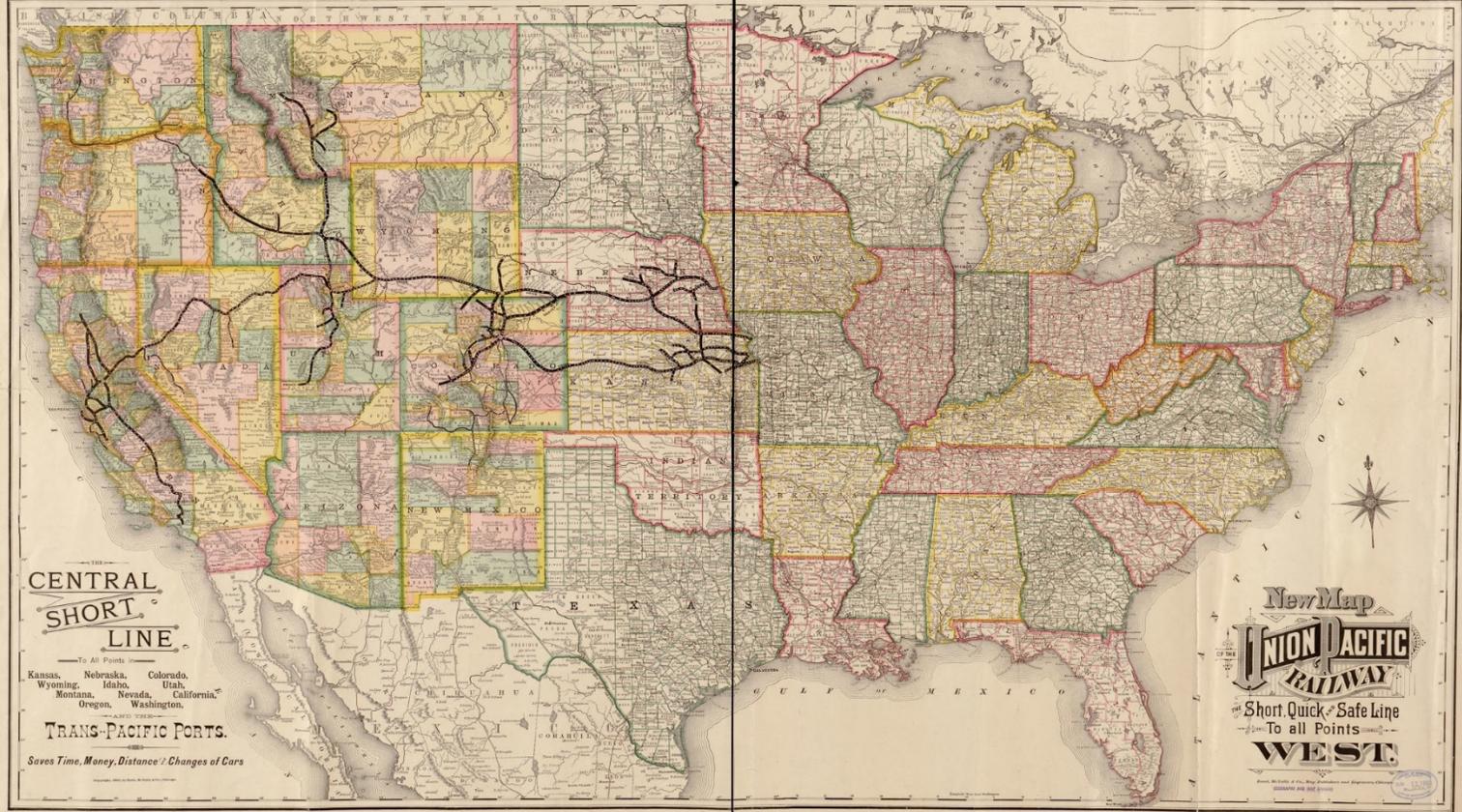


Yuba Lake - Western Extension in Progress.

FOR INFORMATION RELATIVE TO DISTANCES, TIME AND FARE, OR CONCERNING THE RESOURCES AND ATTRACTIONS OF ANY STATE OR TERRITORY REACHED BY THIS LINE, ADDRESS
J. W. MORSE, Gen'l Passenger Agent. S. B. JONES, Ass't Gen'l Passenger Agent, Omaha. S. H. H. CLARK, Gen'l Manager. THOS. L. KIMBALL, Ass't Gen'l Manager, Omaha.



REMEMBER.
The Union Pacific Railway is the shortest, quickest and safest line to all points West. It is the only line that runs through the heart of the continent, and is the only line that has the most powerful motive power in the world.



CENTRAL SHORT LINE
To All Points
Kansas, Nebraska, Colorado,
Wyoming, Idaho, Utah,
Montana, Nevada, California,
Oregon, Washington.
TRANS-PACIFIC PORTS.
Saves Time, Money, Distance & Changes of Cars

New Map
UNION PACIFIC RAILWAY
The Short, Quick & Safe Line
To all Points
WEST.



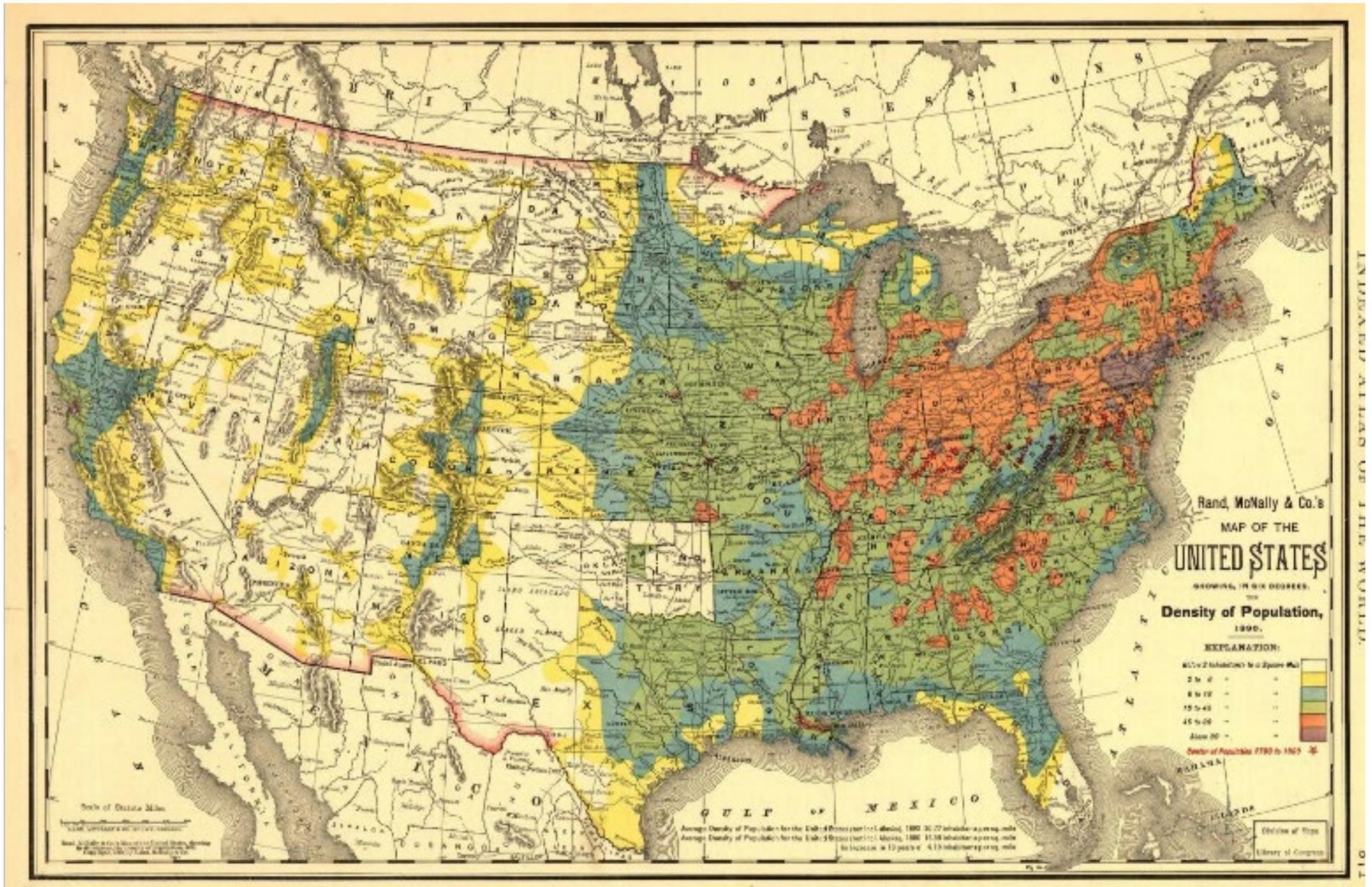
THE ILLUSTRATIONS.
The illustrations on this map are the work of the most talented artists of the day, and are intended to show the beauty and grandeur of the West, and the advantages of the Union Pacific Railway.



IMPORTANT INFORMATION FREE.
The Union Pacific Railway is the shortest, quickest and safest line to all points West. It is the only line that runs through the heart of the continent, and is the only line that has the most powerful motive power in the world. For more information, address J. W. Morse, Gen'l Passenger Agent, Omaha.



Rand McNally and Company and Union Pacific Railway Company, *New Map of the Union Pacific Railway, the short, quick, and safe line to all points West*



Rand McNally and Company, *Map of the United States Showing, in Six Degrees of Population Density of Population, 1890*

Activity: Sears Roebuck Catalog Ordering

Group size: Individual

Materials: attached Sears Catalog images, paper, pencil

Explain to the students that people could order from the Sears Catalog in 1897 from Jarvie's store and have items shipped to them. The clothing situation on the frontier was much different than in the cities. Instruct the students to review the attached Sears Catalog pages. Many items listed in these pages would have been ordered by people living on the frontier.

Direct students to place a mock order for life in Brown's Park. They should look through the Sears Catalog pages to decide which items would be necessary on the frontier. After they have decided which clothes to order, on a piece of paper have the students describe what they purchased and why they decided it was necessary for life on the frontier. This can be done in an essay format.

Jarvie Ranch Visit Extension

This lesson relates directly to a visit to Jarvie Ranch. Upon entering the Jarvie Store, students can browse through the Sears catalog. In addition, they can observe fabrics that were available at the time. In 1897, a patron could enter the store, pick out a suit design, and then choose which fabric they wanted the suit to have.

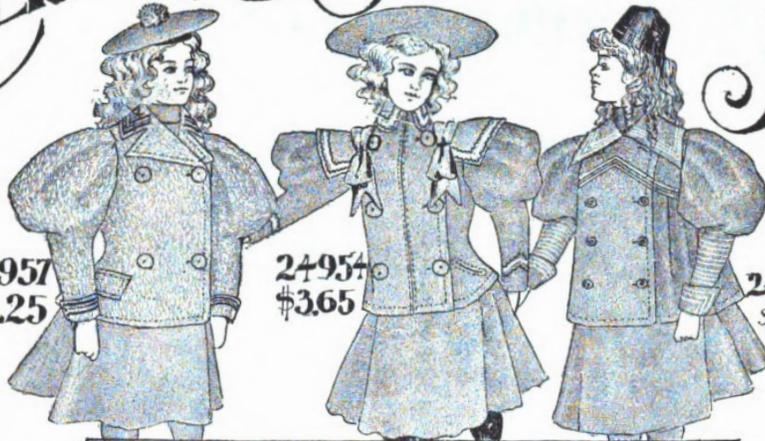
On Jarvie Ranch there are several farming instruments. Students will have the opportunity to compare the farming implements to those identified in the Sears catalog (see attached documents). They can then determine if it is possible that Jarvie ordered his farming equipment via the catalog. They can compare and contrast the equipment on Jarvie Ranch with those in the Sears catalog. They will learn how the tools were used and why such tools were needed.

While visiting Jarvie Ranch, students can discuss how items ordered from the Sears catalog got to Jarvie Ranch. Note that by 1897, the Transcontinental Railroad was completed.

Works Cited

- Burkhart, J. A. "The Frontier Merchant and Social History," *The Montana Magazine of History*. Volume 2. Number 4 (October, 1952). Pages 4-15.
- Rand McNally and Company. *Map of the United States, Showing in Six Degrees the Density of Population, 1890. 1892*. Retrieved from Library of Congress at <https://www.loc.gov/resource/g3701e.mf000043/?r=-0.295,0,1.59,0.634,0> on March 19, 2020.
- Rand McNally and Company and Union Pacific Railway Company. *New Map of the Union Pacific Railway, the short, quick and safe line to all points West*. (Chicago: 1883). Retrieved from Library of Congress at <https://loc.gov/resource/g3701p.rr005950/?r=0.345,0.21,0.517,0.223,0> on March 19, 2020.
- Tennent, William. *John Jarvie of Brown's Park*. (Salt Lake City: Bureau of Land Management, 1981).

CHILDREN'S SPRING AND SUMMER JACKETS



24957
\$5.25

24954
\$3.65

24956
\$4.75



24952
\$2.48



24953
\$3.00

CHILDREN'S JACKETS SIZES FROM 4 TO 12.

State Age and number of Inches around bust.

24950 Very Neat Childs' Jacket, in either navy or dark red, large sailor collar, trimmed with fancy buttons. Our leader for only \$1.35

24951 Childs' Jacket, handsomely gotten up in navy, red or tan, large sailor collar trimmed with white braid. Would be cheap at \$3.00. Our price..... \$1.98

24952 This Beautiful Childs' Jacket is made in either navy and white trimming or red and black trimming, the contrast of shades shows off very nicely. Fancy anchor buttons in front and on sailor collar. Price..... \$2.48

24953 An Extremely Nobby Child's Jacket of fancy green mixture, large sailor collar and cuffs, inlaid with green broadcloth, three rows of white mohair braid all around collar, six pretty pearl buttons in front. For the low price of..... \$3.00

24954 Newest Style Child's Jacket of fine heliotrope ladies' cloth reefer front and empire back, yoke and cuff trimmed in white mohair braid and tinsel, satin ribbon streamers, six large pearl buttons in front. Very rich at..... \$3.65

24955 High Grade Child's Jacket, made of fine Imported Scotch mixture, large sailor collar, trimmed with silk cord and small pearl buttons, six large fancy horn buttons in front, cuffs to match collar. Others sell it for \$6.00, we sell it for..... \$4.15

24956 A Very Stylish Child's Jacket, made in empire style, either red or navy, trimmed elaborately with white braid (as shown in illustration) very latest sleeves. Fancy anchor buttons. Can't be beat, only \$4.75

24957 Fancy Child's Jacket, made of Imported Scotch mixture red, gold braid trimming on collar and cuffs, newest shape sleeves and collar, four fancy buttons in front, very wide facing of same cloth. An elegant \$9.00 jacket for..... \$5.25



24951
\$1.98



24955
\$4.15



24950
\$1.35

CHILDREN'S REEFER JACKETS

SEARS ROEBUCK & CO. INC.



REEFER JACKETS FOR CHILDREN FROM 1 TO 5 YEARS OLD.

Do not forget to mention age and color desired when ordering.

24170 A very nobby and swell Double Breasted Reefer Jacket, has a very wide sailor collar, trimmed with two rows of Hercules braid, in fancy designs, sleeves trimmed with two rows of Hercules braid. Colors brown, tan, navy and red. This beautiful and durable garment is well worth \$2.50 at retail but by buying a large quantity of the material at a forced sale, we are enabled to offer them at, each..... \$1.98

24171 Reefer Jacket, Empire style, pleated back, made of fancy Scotch plaid cloth, trimmed with two rows of fancy plaid braids in contrasting colors. This is a gem at the price we offer it at. Sizes 1 to 5 years. Each..... \$0.85

24172 A Handsome Little Coat, for tots from 1 to 5 years old, new empire shape, collar. Waist and sleeves trimmed with gold and colored soutache braid, put on in fancy designs, fine full puffed sleeves. This garment is equal in appearance to jackets usually sold at retail for \$2.25. Colors, tan, brown, red and navy. Our price each..... \$1.50

24173 The sweetest Reefer of the Season, is a very fine novelty. Fine check cloth, colors, black, navy and green checks, V shaped back, small plaited skirt very full, has collar and shoulder capes of solid colored Broadcloth, handsomely trimmed with gilt and colored soutache braid in fancy designs, a coat at \$5.00 would look no better. Each..... \$2.75

Reefer Jackets for little toddlers, from one to four years, nobby, stylish little coats at little bits of prices. As usual S. R. & Co. will save you money on these goods.

24174 This Reefer Jacket, is made of all wool cloth, large sailor collar, trimmed with three rows of Hercules Braid, double breasted, handsome buttons. Come in red, navy, brown and tan, a very nobby little coat. Each..... \$0.98

24175 This Tonsy Little Jacket, is made of the latest cloth in fancy wool checks, colors, brown, blue, green and black checks, has a wide sailor collar of fine contrasting shade of cloth, thus producing a fine and stylish effect, collar trimmed with one row of wide and one row of narrow Hercules braid, sleeves trimmed with braid, has handsome buttons. This coat is double breasted, a winner anywhere at \$2.10. Each..... \$2.10

24174 This Reefer Jacket, is made of all wool cloth, large sailor collar, trimmed with three rows of Hercules Braid, double breasted, handsome buttons. Come in red, navy, brown and tan, a very nobby little coat. Each..... \$0.98

24175 This Tonsy Little Jacket, is made of the latest cloth in fancy wool checks, colors, brown, blue, green and black checks, has a wide sailor collar of fine contrasting shade of cloth, thus producing a fine and stylish effect, collar trimmed with one row of wide and one row of narrow Hercules braid, sleeves trimmed with braid, has handsome buttons. This coat is double breasted, a winner anywhere at \$2.10. Each..... \$2.10

CHILDREN'S SHORT WHITE CAMBRIC DRESSES.

For Children from 6 months to 4 years old.

Sizes, A 1 2 3
6 months to 1 year. 1 to 2 years. 2 to 3 years. 3 to 4 years.

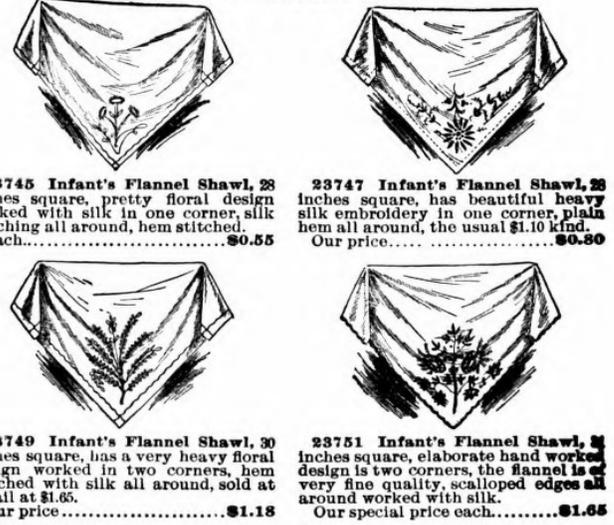


23723 Short White Dresses for Children, embroidery insertion, down front of yoke, feather stitched braid around sleeves, skirt hemmed. Each..... \$0.33

23724 Child's Short White Cambric Dress, large full cambric collar, embroidered yoke and trimmed with two rows of feather stitched braid. One row of feather stitched braid around sleeves, skirt hemmed. A little dress like this usually sells for 85¢. Our Special price, each..... \$0.65

23725 Child's Short White Cambric dress, a nobby stylish garment, has 3/4 inch English embroidery around bottom of skirt, two tucks in back, plain collar, embroidered yoke, leaves trimmed with eather stitched braid; a real nice little dress, that is easily recognized as the \$1.00 kind. Our price, each, \$0.68

INFANTS' FLANNEL SHAWLS.



23745 Infant's Flannel Shawl, 28 inches square, pretty floral design worked with silk in one corner, silk stitching all around, hem stitched. Each..... \$0.55

23747 Infant's Flannel Shawl, 28 inches square, has beautiful heavy silk embroidery in one corner, hem all around, the usual \$1.10 kind. Our price..... \$0.50

23749 Infant's Flannel Shawl, 30 inches square, has a very heavy floral design worked in two corners, hem stitched with silk all around, sold at retail at \$1.65. Our price..... \$1.18

23751 Infant's Flannel Shawl, 30 inches square, elaborate hand worked design in two corners, the flannel is of very fine quality, scalloped edges all around worked with silk. Our special price each..... \$1.65

A COMPLETE LINE OF CHILDREN'S ROCKERS, HIGH CHAIRS, CRADLES AND CRIBS IN FURNITURE DEPARTMENT. REFER TO INDEX.

Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940 Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-google

**OVERALLS,
JUMPERS AND
DUCK COATS.**
THE SURVIVAL OF THE FITTEST

Garments that stand the Search Light of Investigation. Garments that are built "on Honor." Garments that are Practical, Strong, Comfortable and Dependable. We are not given to Boasting, but we really believe that we have the Very Best Goods in this Line that Ever a Manufacturer Turned Out. If you are in search of something Absolutely and Undeniably Good, you cannot possibly make a mistake in ordering any of the following garments.



Made with apron front and straps. Sizes, 30 to 42 waist, 29 to 35 in seam. Price, per pair.....40c
No. 21815 FANCY STRIPED APRON OVERALLS, same as above but made in neat striped patterns. Also gray mixtures. Price, per pair.....40c

50c NEVER RIP OVERALLS. Sizes, 30 to 44 waist, 29 to 36 in seam. No. 21816 THE VERY BEST 50c OVERALLS EVER MADE. These overalls are made from heavy weight blue denim. Two front, one hip and one watch pocket, sewed with double lock stitch all through and warranted not to rip; made plain without apron; heavy riveted indestructible buttons. Price, per pair.....50c

58c SPECIAL BRAND APRON OVERALLS. No. 21817 SPECIAL BRAND NEVER RIP OVERALLS. Made from heavy blue denim, with large bib apron and shoulder straps; cut full size; double lock stitch seams warranted never to rip; patent riveted indestructible buttons; front and hip pocket and rule pocket; felled seams; double reinforced crotch. Guaranteed to give thorough satisfaction in every way. Price, per pair.....58c

OUR 65c CARPENTERS' SPECIAL. No. 21818 CARPENTERS' AND MECHANICS' SPECIAL BRAND NEVER RIP OVERALLS. Made from heavy 9 oz. brown duck; extra well made and warranted not to rip; double reinforced crotch; large bib apron; front, hip, rule and pencil pockets; patent riveted buttons; full of real goodness. Price, per pair.....65c

GENUINE YORK DENIM APRON OVERALLS 80c. No. 21819 THERE IS A VAST AMOUNT OF REAL SATISFACTION in buying overalls of this sort. They are so thoroughly good in every way that it is a great pleasure for us to quote them. They are made from the genuine extra heavy weight York blue denim with large bib apron and straps; front, hip and rule pockets; patent riveted buttons and double reinforced crotch; warranted not to rip. You will make no mistake in ordering these garments. Price, per pair.....80c

No. 21821 MEN'S EXTRA HEAVY GENUINE YORK BLUE DENIM OVERALLS. Made plain without apron; sewed all through with double lock stitch and warranted never to rip; two front, one hip and one watch pocket; patent riveted buttons; double reinforced crotch, and flat felled seams. Particularly adapted for hard service. Guaranteed in every way. Price, per pair.....75c

OUR 85c RIDING OVERALLS. No. 21822 EXTRA HEAVY RIDING OVERALLS. Made with double seat and crotch; extra strong, heavy weight. Oxford gray, twilled denim; the toughest made; three pockets and watch pockets; felled seams and patent riveted buttons; especially desirable for horseback riding as well as working; plain, without apron. Price, per pair.....85c



THE HARDEST KIND OF SERVICE. Built "on honor" and guaranteed to satisfy. Price, per pair.....79c
No. 21826 MEN'S 9 OZ. BLACK DUCK OVERALLS with apron. Same as the Black Crook but made with double knees and front. Extra heavy and extra strong. Price, per pair.....90c

MEN'S OVERALLS.
AT 35c MEN'S DENIM OVERALLS.

No. 21810 WE OFFER THESE AS A LEADER. They are made from medium weight dark blue denim; made with two pockets and two ply flaps. Sizes, 30 to 42 waist and 29 to 35 in seam. Made plain without bib. Price, per pair.....35c

No. 21812 MEN'S OVERALLS, same as above, but made from fancy striped denim. Also gray mixtures. Price, per pair.....35c

40c APRON OVERALLS. No. 21814 MEN'S MEDIUM WEIGHT DARK BLUE DENIM OVERALLS. Made with two pockets, reinforced crotch and two ply bands.

rip. Price, each.....48c
No. 21835 MEN'S DARK OXFORD MIXED OR STRIPED JUMPER WAISTS. Single breasted with riveted buttons and pocket; very strong and tough; unexcelled for wear. Price, each.....50c

No. 21836 PAINTERS' AND PAPER HANGERS' WHITE DRILL WAISTS OR JUMPERS. Medium weight, very strong and easy to wash. Extra well made and finished. Price, each.....40c

ENGINEERS' JACKET. Sizes 34 to 46 AT 35c. No. 21837 ENGINEERS' BLUE AND WHITE CHECK OR PLAID GINGHAM JACKETS with neat collar and pocket. Price, each 35c; 3 for \$1.00

OUR 45c CARPENTERS' SPECIAL. No. 21838 CARPENTERS' AND MECHANICS' SPECIAL BRAND NEVER RIP OVERALLS. Made from heavy 9 oz. brown duck; extra well made and warranted not to rip; double reinforced crotch; large bib apron; front, hip, rule and pencil pockets; patent riveted buttons; full of real goodness. Price, per pair.....45c

GENUINE YORK DENIM APRON OVERALLS 80c. No. 21819 THERE IS A VAST AMOUNT OF REAL SATISFACTION in buying overalls of this sort. They are so thoroughly good in every way that it is a great pleasure for us to quote them. They are made from the genuine extra heavy weight York blue denim with large bib apron and straps; front, hip and rule pockets; patent riveted buttons and double reinforced crotch; warranted not to rip. You will make no mistake in ordering these garments. Price, per pair.....80c

No. 21821 MEN'S EXTRA HEAVY GENUINE YORK BLUE DENIM OVERALLS. Made plain without apron; sewed all through with double lock stitch and warranted never to rip; two front, one hip and one watch pocket; patent riveted buttons; double reinforced crotch, and flat felled seams. Particularly adapted for hard service. Guaranteed in every way. Price, per pair.....75c

OUR 85c RIDING OVERALLS. No. 21822 EXTRA HEAVY RIDING OVERALLS. Made with double seat and crotch; extra strong, heavy weight. Oxford gray, twilled denim; the toughest made; three pockets and watch pockets; felled seams and patent riveted buttons; especially desirable for horseback riding as well as working; plain, without apron. Price, per pair.....85c

THE BLACK HUSSAR AT 71c. No. 21824 MEN'S BLACK HUSSAR OVERALLS. Made from jet black 9 oz duck, with felled seams. Riveted buttons set in pants pockets. 2 front, 1 hip and watch pocket. Pantaloons style. Made plain without apron. Price, per pair.....71c

THE BLACK CROOK APRON OVERALLS 79c. No. 21825 THE BLACK CROOK OVERALLS are made from extra heavy 9 oz fast black duck with large bib apron and straps. Front, hip and rule pockets, and best riveted buttons, Double stitched and felled seams. Thoroughly well made and will stand the hardest kind of service. Built "on honor" and guaranteed to satisfy. Price, per pair.....79c

No. 21826 MEN'S 9 OZ. BLACK DUCK OVERALLS with apron. Same as the Black Crook but made with double knees and front. Extra heavy and extra strong. Price, per pair.....90c

THE S. AND R. BLACK GIANT. THE STRONGEST OVERALLS IN THE WORLD. 95c.

No. 21827 THE S. & R. BLACK GIANT. Our great specialty. These overalls are made of specially prepared, extra heavy, super stout, 10 oz. black duck, with double seat, double knees and front; patent never break brass riveted buttons; three pockets and watch pocket; double felled seams. The strongest overalls in the world. Made plain, without apron. Price, per pair.....95c

COW BOYS' RIDING OVERALLS. THE SADDLE KING 98c. No. 21828 COW BOYS' SADDLE KING OVERALLS. Made from extra heavy 9 oz. brown duck; two front, one hip and one watch pocket; double seat and made double all the way down inside of legs; double lock stitched seams; riveted buttons and double straps. Always popular and always to be depended upon for hard service. Plain, without apron. Price, per pair.....98c



"THE TEXAS RANGER" THE HEAVIEST AND STRONGEST OVERALLS MADE. PRICE, \$1.15. No. 21829 "THE TEXAS RANGER," COW BOYS' RIDING OVERALLS. Made from heaviest denim; plain blue, with riveted brass buttons; double seat and double in-seam all the way down; four pockets with flaps that button down, and watch pocket; double lock stitch, felled seams; made for the very hardest kind of wear. Words cannot express their goodness. The world has never produced their equal. Made plain, without apron. Price, per pair.....\$1.15

PAINTERS' WHITE OVERALLS. No. 21830 PAINTERS' WHITE DRILL OVERALLS, made with apron and shoulder straps, two pockets and knife pocket. Double stitch never rip seams. Price, per pair.....42c; Per 1/2 doz.....\$2.38

BOYS' OVERALLS. No. 21832 BOYS' MEDIUM WEIGHT DENIM OVERALLS. Plain blue or fancy striped, good reliable garments. Size 28 to 30 inch waist and 26 to 31 inseam. Made plain, without apron. Price, per pair.....35c

BOYS' BLACK OVERALLS. No. 21833 BOYS' EXTRA HEAVY JET BLACK PANTALON OVERALLS. Front and hip pockets; patent riveted buttons; extra well made and fast color; felled seams and extra fine finish; warranted to thoroughly satisfy in every way. Sizes same as above. Made plain without apron. Price, per pair.....50c

MEN'S WAISTS AND JUMPERS. Sizes, 34 to 44 Chest Measurement. No. 21834 MEN'S PLAIN BLUE GENUINE YORK DENIM JUMPERS. Single breasted with riveted buttons and felled seams; extra well made and warranted not to

rip. Price, each.....48c
No. 21835 MEN'S DARK OXFORD MIXED OR STRIPED JUMPER WAISTS. Single breasted with riveted buttons and pocket; very strong and tough; unexcelled for wear. Price, each.....50c

No. 21836 PAINTERS' AND PAPER HANGERS' WHITE DRILL WAISTS OR JUMPERS. Medium weight, very strong and easy to wash. Extra well made and finished. Price, each.....40c

ENGINEERS' JACKET. Sizes 34 to 46 AT 35c. No. 21837 ENGINEERS' BLUE AND WHITE CHECK OR PLAID GINGHAM JACKETS with neat collar and pocket. Price, each 35c; 3 for \$1.00

OUR 45c CARPENTERS' SPECIAL. No. 21838 CARPENTERS' AND MECHANICS' SPECIAL BRAND NEVER RIP OVERALLS. Made from heavy 9 oz. brown duck; extra well made and warranted not to rip; double reinforced crotch; large bib apron; front, hip, rule and pencil pockets; patent riveted buttons; full of real goodness. Price, per pair.....45c

GENUINE YORK DENIM APRON OVERALLS 80c. No. 21819 THERE IS A VAST AMOUNT OF REAL SATISFACTION in buying overalls of this sort. They are so thoroughly good in every way that it is a great pleasure for us to quote them. They are made from the genuine extra heavy weight York blue denim with large bib apron and straps; front, hip and rule pockets; patent riveted buttons and double reinforced crotch; warranted not to rip. You will make no mistake in ordering these garments. Price, per pair.....80c

No. 21821 MEN'S EXTRA HEAVY GENUINE YORK BLUE DENIM OVERALLS. Made plain without apron; sewed all through with double lock stitch and warranted never to rip; two front, one hip and one watch pocket; patent riveted buttons; double reinforced crotch, and flat felled seams. Particularly adapted for hard service. Guaranteed in every way. Price, per pair.....75c

OUR 85c RIDING OVERALLS. No. 21822 EXTRA HEAVY RIDING OVERALLS. Made with double seat and crotch; extra strong, heavy weight. Oxford gray, twilled denim; the toughest made; three pockets and watch pockets; felled seams and patent riveted buttons; especially desirable for horseback riding as well as working; plain, without apron. Price, per pair.....85c

THE BLACK HUSSAR AT 71c. No. 21824 MEN'S BLACK HUSSAR OVERALLS. Made from jet black 9 oz duck, with felled seams. Riveted buttons set in pants pockets. 2 front, 1 hip and watch pocket. Pantaloons style. Made plain without apron. Price, per pair.....71c

THE BLACK CROOK APRON OVERALLS 79c. No. 21825 THE BLACK CROOK OVERALLS are made from extra heavy 9 oz fast black duck with large bib apron and straps. Front, hip and rule pockets, and best riveted buttons, Double stitched and felled seams. Thoroughly well made and will stand the hardest kind of service. Built "on honor" and guaranteed to satisfy. Price, per pair.....79c

No. 21826 MEN'S 9 OZ. BLACK DUCK OVERALLS with apron. Same as the Black Crook but made with double knees and front. Extra heavy and extra strong. Price, per pair.....90c

HEAVY 8 OUNCE TWILLED DENIM JUMPERS. Dark blue mixed, with neat collar and pockets. Better made garments are not to be found in any market. The wearing qualities of twilled denim are unexcelled. Every one of these garments guaranteed first class in every respect. Each.....75c

MEN'S DUCK COATS.
For Miners, Teamsters, Farmers, Prospectors, Fishermen, Hunters, Trappers, Etc., Etc.

No. 21840 MEN'S 8 oz. TAN DUCK COAT. Single breasted; plaid lining; flap pockets; patent buttons; not a cheap coat, but a good coat at a cheap price. Size 36 to 48. Each.....\$1.25

No. 21841 MEN'S 8 oz. BROWN DUCK COATS. Heavy blanket lining; patent riveted buttons; three outside pockets; corduroy collar. Sizes 36 to 48. Each.....\$1.45

No. 21842 MEN'S BLACK DUCK COATS. Made from fast black, 10 1/2 oz. U. S. Y. duck; double breasted; heavy gray blanket lining throughout; wide corduroy collar; rubber interlining; two outside flap pockets and inside pocket; patent riveted buttons. A coat that gives thorough satisfaction. Sizes 36 to 48. Each.....\$2.85

DUCK VESTS. No. 21850 MEN'S 10 oz. BROWN DUCK VESTS. Lined with gray striped blanketing; cut high in neck; four patch pockets. Sizes 36 to 48. Each.....85c

No. 21851 MEN'S DUCK VESTS. Same as above, in black. Our price, each.....85c

OUR \$2.10 HUNTING COAT. No. 21852 FOR SPRING AND SUMMER SHOOTING. Made of dead grass color; specially prepared waterproof duck; five pockets outside; large game pockets inside; straps on sleeves. Sizes 36 to 48. Each.....\$2.10

DUCK PANTS. No. 21854 MEN'S 10 oz. BROWN DUCK PANTS. Heavy gray blanket lining. Sizes 30 to 40 waist, 30 to 45 inseam. Price, per pair.....\$1.48

No. 21856 SAME AS ABOVE IN BLACK 10 oz. DUCK. Pair.....\$1.48

FREIGHT AMOUNTS TO VERY LITTLE COMPARED WITH WHAT WE CAN SAVE YOU ON YOUR PURCHASES. IT IS WISEST TO SO CAL-
CULATE AHEAD FOR YOUR NEEDS IN CLOTHING, GROCERIES, HARDWARE, ETC., THAT YOU CAN MAKE UP YOUR ORDER TO GO BY FREIGHT.

Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940
Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-gd-google



No. 4594. OUR \$4.10 BROWN MELTON SUIT IN STYLES 1, 2 and 3. Style 3 comes 50c extra. This suit is well made, lined throughout with a good quality of serge lining, lined flaps on all pockets, and we are offering it at a price that will make you a saving of 33 1/3 to 50%.

Our special price, \$4.10
 No. 4595. OUR \$4.55 YOUTH'S' BLACK CHEVIOT SUIT, MADE FROM AN EXTRA QUALITY OF FINEST ALL-WOOL CHEVIOT. Good weight, suitable for year around wear. It makes up very neat and dressy and we can furnish it in Styles 1, 2 and 3. Style 3 is 50c extra. It is lined throughout with good quality of serge lining, piped throughout with same material, nicely finished and pressed and a special bargain at our price.

Our special price, \$4.55
 No. 4596. OUR \$5.40 LINE OF YOUTH'S' HIGH-GRADE CASSIMERE SUITS. This line is a special leader with us: such suits as retail at \$6.00 and \$9.00. They are made from an excellent quality of all-wool Michigan Cassimere, one of the best weaves made, and we have them in about twenty shades, running from very light to medium and dark. In gray, brown and bluish shades, with small check and invisible plaids and stripes. Styles 1, 2 and 3. Style 3 is 50c extra. These suits are lined throughout with an extra quality of serge lining, flaps on all pockets and lined throughout. They are all fine tailor-made, gotten up in the very latest style by first-class tailors and are bargains that are sure to please.

Our special price, \$5.40
 No. 4597. OUR \$5.95 LINE HIGH-GRADE ALL-WOOL BLACK CHEVIOT SUITS. We furnish these suits in either the plain finished goods or the unfinished rough effect as desired, and in Styles 1, 2 or 3 as desired. No. 3 is 50c extra. This is one of the best black cheviot suits in the market; it is nicely lined throughout with a good quality of serge lining, fancy piped throughout, well padded, nicely lined flaps on all pockets and gotten up in first-class style by the best tailors and such suits as retail in first-class stores at nearly double the price we ask. They come in very good weight, making them suitable for year around wear. They are very popular as a dress or Sunday suit, to be worn on occasions every month of the year.

Our special price, \$5.95
 No. 4598. OUR \$6.10 YOUTH'S' ALL-WOOL TRICOT SUIT, made from navy blue all-wool tricot. This class of goods is so well known that it is unnecessary for us to comment on its wearing qualities and dressy appearance in which the suit makes up. It is fine tailor made, lined throughout with an extra quality of lining, fancy piped throughout, serge lined flaps on all pockets, and comes in style 2 only.

Our special price, \$6.10
 No. 4599. OUR \$6.35 YOUTH'S' SUIT MADE FROM A VERY FINE GRADE OF ALL-WOOL OREGON CASSIMERE. A small check light gray goods, lined throughout with a good quality of lining to match. Flaps on all pockets lined throughout. This suit comes in Styles 1, 2 and 3. Style 3 is 50c extra. Be sure to state style wanted.

Our special price, \$6.35
 No. 4600. OUR \$6.65 YOUTH'S' TRICOT-LONG, either dark gray or brown as desired. Extra to state color wanted. It comes in Style 1 only. There is no better wearing goods made. It is all-wool tricot that will wear like iron. Lined throughout with a very good quality of Italian lining, lined flaps on all pockets. Our special price is \$6.65.

Our special price, \$6.65
 No. 4601. OUR \$7.50 FANCY WORSTED LINE. This class of goods is seldom seen made up in youths' suits. It is a very fine quality of imported English all-wool worsted, such as is used in men's high-grade clothing, and will be found in all first-class establishments where men's suits are made to order at from \$25 to \$50. We guarantee these suits to be fast color, all-wool worsted. They come in a variety of shades, gray, slate, blue, and drab. They are lined throughout with a very fine quality of imported Italian lining, wide satin piping throughout, very fancy striped sleeve lining, shoulders are well padded, lined flaps on all pockets. These suits are gotten up in the highest style of the art and with the same care as is bestowed on our highest grade men's suits. There is nothing better in the market at this price. For a real dressy, stylish, well-wearing garment for spring, summer or fall, we would recommend this line above all others. We have so much confidence in these goods that we have placed an order for 5,000 suits in men's sizes, and we therefore own the yardage cheaper than any other concern, and offer you these suits, made in boys' Style 1 and 2 at the heretofore unheard of price of \$7.50.

No. 4602. OUR \$7.60 YOUTH'S' ALL-WOOL IMPORTED WORSTED SUITS. Black or navy blue, as desired. Styles 1 or 2, as desired. These suits are made from a very fine grade of medium weight imported English wide wale diagonal worsted. No neater, better wearing or more stylish garment made at any price. They are gotten up in the highest style of the art by first-class tailors. Styles 1 and 2, lined throughout with fine quality of imported Italian lining, wide satin piping throughout, nicely padded and finished.

We offer these suits at \$7.60. In competition with suits that retail in the finest stores in the land at double our price.

No. 4603. OUR \$7.95 YOUTH'S' SUIT. Is made of very fine all-wool worsted in dark pin head checks, rolling collar, wide flaps on all pockets, nicely lined, very handsomely finished throughout, lined with the very best Italian cloth, plain lining, fancy striped sleeve lining, satin piped, shoulders are extra well padded and stayed, hand-made buttonholes. This is, indeed, a very beautiful suit, one of the handsomest designs in worsted, and finest weave, giving a very genteel appearance, and we can guarantee that it will be very satisfactory in regard to wear and style.

IF YOU INCLUDE A BOYS' SUIT WITH YOUR ORDER FOR OTHER GOODS IT WILL ADD NEXT TO NOTHING TO THE EXPRESS CHARGES. DON'T OVERLOOK OUR CASH DISCOUNT OFFER.

BOYS' BLACK CLAY WORSTED SUITS.
 FOR BOYS 10 TO 19 YEARS OF AGE.

WE CHALLENGE COMPETITION in this line. We cut up more Black and Navy Blue Clay Worsteds cloth than any other Five concerns in America combined.

OUR BARGAINS are bargains such as can be had from no other house.

WE SELL A FINE TAILOR MADE SUIT for less than one-half the price charged by local tailors. Much less than any retail clothier can sell at.

BOYS' CLAY WORSTED SUITS are made in the same manner as any Men's Clay Worsteds. All the very latest style. All cut by expert cutters, and made by the very best tailors we can employ.

No. 4604 BOYS' \$5.95 BLACK CLAY WORSTED SUIT. Style 1, 2 or 3. Style 3, 50 cents extra.

This suit is made from a good, light weight, imported, all wool, Black Clay Worsteds cloth; coat lined with black Italian cloth, nicely trimmed and finished. Our price, Style 1 or 2, \$5.95. Our price, Style 3, \$6.45.

No. 4605 BOYS' \$6.50 BLACK CLAY WORSTED SUIT. This suit is made from a 14 ounce, all wool, imported Black English Clay Worsteds Cloth, lined with a fine imported black Italian cloth, nicely trimmed and finished, and at \$6.50 is a wonderful bargain.

Price, Style 1 or 2, \$6.50. Price, Style 3, \$7.00.

No. 4606 BOYS' \$7.50 BLACK CLAY WORSTED SUIT. The Finest Clay Worsteds Suit we make, no tailor would make better. Made from a good, year round weight, all wool, imported Black English Clay Worsteds Cloth; coat lined with a fine imported black Italian cloth.

Every garment sewed throughout with silk and linen. Price for boys suit, Style 1 or 2, \$7.50. Price for boys suit, Style 3, \$8.00.



Style 2.



Style 1.



Style 3.

Order by Catalogue Number, and don't fail to give sizes and styles wanted

BOYS' LONG PANTS.

Our clothing department is so extensive that we can safely say there is nothing made in the line of clothing for either men's, boys' or children's that cannot be had from our establishment at from a saving of 33 1/3 to 50 per cent over prices you can possibly get elsewhere. If you are in want of clothing send your orders to us. We believe we can say without fear of contradiction that we are prepared to serve you in this line as no other concern can. We have earned a reputation of being the largest dealers in clothing in America and our facilities for purchasing these goods are second to none. The garments we handle are made by first-class tailors and cut on the latest style patterns and every garment is fully warranted.

We contract with the mills both in this country and in Europe for large quantities of clothing and with our facilities for cutting and making them up we are prepared to furnish you the goods direct at less money than your dealer can buy. We have boys' long pants in endless variety, but for want of space we quote only our special leaders and it will pay you to consider them before placing your orders elsewhere.

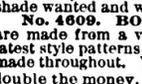
RULES FOR MEASUREMENT. Boys' pants are made to fit boys 10 to 19 years of age, and measurements should be taken exactly the same as for men. See our rules for measurement.

We have boys' pants in waist measure ranging from 27 to 31 inches; also state inside seam, number of inches from tight in crotch to heel. (See Rules for measurement.) We have boys' pants ranging in size 28 to 31 inches inside seam. Also state number of inches around body at hips, as per rules for measurement. Boys' pants will be shipped to any address on the same terms as our other clothing. Send us \$1.00 as a guarantee of good faith and we will send you the pants by express, (C. O. D., subject to examination. You can examine them at the express office and if found perfectly satisfactory and exactly as represented, pay the express agent the balance and express charges and the pants are yours. In placing orders for clothing or other merchandise we would advise you to include such goods in this line as are needed; also all other light merchandise; in so doing you reduce the express-charges to next to nothing. We call your attention to the following special bargains:

No. 4607. 75 CENTS BUY'S BOYS' \$1.50 PANTS. These pants are made of a very good grade of wool and cotton mixed cassimere. They come in a variety of shades ranging from light to dark. Give us an idea of the shade wanted and we will guarantee to please you. Understand, they are nicely made, trimmed and finished, and are warranted in every respect.

No. 4608. \$1.00 BUY'S A REGULAR \$2.00 PANTS. These pants are made of a very good quality of western cassimere, they are regular wear-resistant goods, nicely made and trimmed, reinforced in every respect. They come in a variety of colors, ranging from medium and dark shades. Give us an idea of the shade wanted and we will guarantee perfect satisfaction.

No. 4609. BOYS' BLACK CHEVIOT PANTS FOR \$1.75. These pants are made from a very good grade of all-wool imported black cheviot, cut on the latest style patterns for the season of 1896, nicely trimmed and finished and tailor-made throughout. We offer these pants in competition with those that retail at even double the money.



Style 1.

Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940 Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-google

BOYS' LONG PANTS.—Continued.

No. 4610. OUR \$1.95 LINE. We have a very fine line of boys' \$1.95 pants, a line of pants that would retail at from \$3.00 to \$4.00; in fact, goods that are equal to anything a local dealer would make at \$5.00 to \$7.00. We have these \$1.95 pants in endless variety and patterns, made specially for the spring, summer and fall wear and for the season of 1896, but they are heavy enough for year-around wear. They are cut on the latest style patterns by experienced cutters to fit perfectly, fine tailor-made throughout; in fact, you cannot get a better pair of pants if you go to your local tailor and pay \$6.00 or \$7.00. They are reinforced in every respect, nothing but silk and linen thread used in the sewing, hip pockets reinforced, both side pockets reinforced, made from a very fine quality of all-wool Wisconsin cassimere and regular wear-resisting material. Makes up very neat and dressy, and give the appearance of pants that would cost double the price. We have this line of \$1.95 goods in endless variety, as above explained, including light gray with small pin check, gray with small plaid, dark gray, gray pin check, light brown pin check, light, medium and dark stripes; in fact, if you will give us an idea of what is wanted in the shade and color we will take pleasure in sending you such a pair of pants as was never seen in your section at anything like the price.

No. 4611. OUR \$2.95 CLAY WORSTED LINE. We offer at \$2.95 a fine tailor-made worsted pants that no local dealer would make at less than \$6.00. These pants will be sent to any address by express, C. O. D., subject to examination, on receipt of \$1.00. They are made from a fine grade of 16 oz. all-wool imported black English clay worsted, one of the highest grade clay worsteds made. Made by a mill in England whose reputation for the manufacture of high grade worsted is so well known that no comment from us is necessary. They are elegantly lined, trimmed and finished, and we offer them at \$2.95 in competition with anything that you can get made at double the price.



BROWNIE SUITS FOR CHILDREN

SPECIAL BARGAINS IN BROWNIE SUITS.

FOR BOYS FROM 4 TO 14 YEARS OF AGE. Always state age of boy and say whether large or small of his age.

WE WILL SEND THESE SUITS BY MAIL, postpaid, on receipt of 10 cents extra per suit to pay postage.

No. 4612. BLUE DENIM BROWNIE SUIT For 28c. Made of a good quality Blue Denim. Just the thing for a boy's everyday go-as-you-please suit.

No. 4614. GRAY STRIPED BROWNIE SUIT For 35c. Let your boy play in the healthy outdoor air this summer dressed in a Brownie Suit. They are all the style this season.

No. 4616. EXTRA QUALITY DENIM. In blue, gray and striped Extra heavy wear-resisting.

OUR BROWNIE SUITS will delight your boy, they are worn everywhere this season. Our price per suit, 50c.

WHAT THE PEOPLE SAY.

Would Not Take \$8.00 for His \$4.98 Suit.

SEARS, ROEBUCK & Co., Chicago, Ill. **SUBLIME, TEX.**
 DEAR SIR:—The suit of clothes you sent have arrived. I am well pleased. I would not take \$8.00 for it. Paid \$4.98. Please accept thanks.
 Yours truly, S. W. ADAMS.

Better Satisfied Than Expected.

SEARS, ROEBUCK & Co., Chicago, Ill. **MILAN, GA.**
 GENTLEMEN:—I have received my clothes; am better satisfied than expected. Will do all in my power for you in the future.
 Very respectfully yours, WORTZ JOINER.

Neighbors Hardly Believe Him When He Tells The Price.

SEARS, ROEBUCK & Co., Chicago. **BURR OAK, MO.**
 DEAR SIR:—I received the suit of clothes I ordered from you and it is a very fine one. I could not have got a better fit if I had been there. I would have written to you sooner but have been very sick and could not try them on. If I ever need another suit I will remember you. I am very well pleased with it. I have showed it to some of my neighbors and they hardly believe me when I tell them what I paid for it.
 Yours truly, GEO. HAFFER.

Suit Would Have Cost Him \$10.00 There. **MCGONIGLE, OHIO.**

SEARS, ROEBUCK & Co., Chicago. **RESSELVILLE, KY.**
 DEAR SIR:—I received the suit in good order and am confident it would have cost me ten dollars at our local clothiers. I will do all in my power to promote your interests in this vicinity. Please send me one of your Gun and Sporting Goods catalogues for 1897, as I expect to buy something in that line later on.
 Yours hastily, CLARK D. NELSON.

Suits Better Than Expected.

SEARS, ROEBUCK & Co. **MORLEY, MICH.**
 DEAR SIR:—I received the suits in good condition and are better than expected. I would have to pay \$6 per suit here.
 I remain, Yours truly, OTTO PLATH.

Pleased With Suit as Well as With Everything Ordered.

GENTLEMEN:—I received the blue tailor-made suit I ordered from you, and was greatly pleased, and we were with everything ordered from your house. Will you please mail me your catalogue of books? Wishing you all success, and thanking you for your kindness, I am
 Respectfully yours, MISS ELOISE WHITAKER.

Mr. McKinney is so Well Pleased With His Goods that He Sends These Testimonials of His Neighbors. **CLEAR SPRING, S. C.**

SEARS, ROEBUCK & Co. **RESSELVILLE, KY.**
 GENTLEMEN:—The suit that I ordered a few days previous has arrived, and am well pleased. I have showed it to my friends, and I give a few of their testimonials below.
 Yours truly, THOS. F. MCKINNEY.

SEARS, ROEBUCK & Co. **SIMPSONVILLE, S. C.**
 GENTLEMEN:—The suit of clothes that Thos. F. McKinney bought of you is worth twice the money he gave for it. Sears, Roebuck & Co.'s is the cheapest supply house in the world.
 Yours truly, R. M. LEAGUE.

SEARS, ROEBUCK & Co. **CLEAR SPRING, S. C.**
 GENTLEMEN:—I don't see how you can sell such fine suits for the money. I have seen the suit you sent Thos. F. McKinney and I think it is a magnificent suit. Sears, Roebuck & Co. must be the cheapest bargain house in the world.
 Respectfully yours, T. D. WOOD.

OUR SPECIAL DISCOUNT OF 3 PER CENT. FOR CASH WILL OFTEN PAY THE EXPRESS ON A SUIT.

CHILDREN'S DEPARTMENT

JUVENILE CLOTHING

The Most Stylish,
 Best Wearing,
 and Cheapest ever Sold.

We dress the boy from 3 to 19 years of age, HEAD TO FOOT. EVERYTHING FOR SPRING AND SUMMER OF 1896. All the latest styles, all the novelties for the season. OUR FANCY JUVENILE SUITS will make the BOY'S HEART GLAD. It will make the proud mother happy and SURPRISE THE FATHER, for at last he can clothe his boys in the noblest of suits at a cost NEXT TO NOTHING.

DON'T FORGET THE BOYS this summer. The suit you buy him now he is likely to remember the longest day he lives, one of those tender recollections, are we not to look back into our childhood days as the much-appreciated, never-to-be-forgotten gift of a generous parent. DON'T BE STINGY WITH THE BOY. We have 2-piece suits, 4-piece combination suits, sailor suits, reefer suits. SUCH A COMPLETE LINE as can be had nowhere else.

WE CAN FIT YOUR BOY. State age of boy and say whether large or small for age and we will guarantee a fit.

OUR TERMS are so reasonable we will send any suit by express, C. O. D., subject to examination on receipt of \$1.00. You can examine the suit at the express office and if found perfectly satisfactory, and exactly as represented, pay the express agent the balance and the express charges and the pants are yours.

It will pay you to order several suits at a time. By so doing you will save transportation charges. A boy's 2-piece combination suit weighs but very little, for the express company will charge from 25 to 35 cents for transportation, according to the distance, no matter how small or light the package may be, and by adding two or three suits in making your order you do not increase the express charges. We would, therefore, advise you to increase your neighbors to join with you in making a club order and thus reduce the express charges on a single suit to next to nothing.

Where it is practicable to send by mail we have quoted the postage rate and on all garments weighing 24 ozs. or under, we would recommend shipping by mail, the rate being 1 cent per oz., in which case enough extra should accompany your order to prepay postage.

You will observe many of our 2-piece suits can be sent by mail at from 8 to 15 cents, thus saving you from 17 to 25 cents express charges and delivering the goods directly at your nearest postoffice.

In making up your order for clothing do not omit any item you may be likely to need, for understand the addition of one or two items adds nothing to the transportation charges when it is to be shipped by express or freight; but when ordered separately it is quite expensive, and to this end we would urge you to make up a club order when possible, getting as many of your friends and neighbors to join with you in sending their order. You can examine the goods at the express office, and any that are not perfectly satisfactory can be returned at our expense; those that are satisfactory will be delivered and the agent will collect the same.

Understand, you take no risk in ordering from this department whether you send cash in full or order the goods shipped, C. O. D., subject to examination. Every garment is guaranteed to be exactly as represented and if not found so and perfectly satisfactory and a perfect fit, you can return it at our expense and we will cheerfully refund your money.

The encouragement we have received that the past season has induced us to make the Juvenile Department one of the leading features of our business and no pains have been spared in selecting a line of staple and novelties, which in variety, style, finish and price cannot be equaled by anything in the market. We have selected only the very latest styles for the season of 1896; everything is strictly modern, up to date in every respect. Our goods are all made by first-class tailors, cut by experienced cutters and gotten up in the highest style of the art.

You will find a distinctiveness in our juvenile clothing which is not seen in goods carried by the average retail dealer. Such goods as we offer are gotten up specially for city trade and will be found in the representative clothing stores in large cities, for on our system of one small profit direct from manufacturer to consumer, under the terms and conditions of our contract for this line of goods for the season of 1896, we are able to offer you the highest grade of juvenile clothing made and at prices against which our competitors will not be able to compete even on the cheap commonplace goods with which the market is always flooded.

First in this line we would call your attention to our wash goods suits, a line of high class children's novelty suits; gotten up by one of the largest and most reliable manufacturers in New York, a concern whose reputation for the manufacture of high-class juvenile clothing is second to none. Every garment is fine tailor made, of the latest style, made to fit perfectly and such goods as are sure to meet with the approval of the buyer.

No. 4184. OUR 75 CENT LINE. We offer here a line of children's two-piece suits at 75 cents which cannot be equaled in your local market at less than \$1.25. We are extremely anxious to receive your trade, anxious to receive your order for one of these suits, not for the little profit there is in it to us, but for the good it will do us as an advertisement; for we know you will be so well pleased with the suit that you will show it to your friends, tell them where you bought it and that way you paid for it, and in that way we will get many more orders in your neighborhood.

These suits run in sizes from 3 to 19 years of age. Be sure to state age of boy, and whether large or small of his age.

No. 4185. TWO-PIECE SAILOR SUIT. Wash goods, consisting of one light blue sailor blouse and one pair of knee pants.

This suit is made of striped pique, warranted fast color. It is good weight and a good wearing material, nicely made with large, square back sailor collar, lapel front. Collar, cuffs and lapel made of plain blue pique to match stripe in the garment. Collar and cuffs trimmed with two rows of fairly stitch braid, one outside pocket in blouse, with ivory buttons. Each suit is furnished with a whistle and cord. Price, per suit, 75 cents. The postage 10 cents per suit extra.

No. 4186. BOYS' TWO-PIECE WASH GOODS SUIT. Made of heavy navy blue with pencil stripe, square sailor collar, lapel front and cuffs of plain navy blue, trimmed with two rows of pique braid, ivory buttons and surplice front, one outside pocket. Price per suit 75 cents. The postage 10 cents per suit extra.



No. 4185.



No. 4186.

three rows of fancy gold and black mixed soutache braid, with fancy corner ornamentation in each corner of the sailor collar, double-breasted, as shown in cut, large square lapel on pockets, lined throughout with serge lining, four full-sized pockets in coat. Attached to coat on inside are four extra buttons of assorted sizes. Pants made of the same material, extra strong reinforced waist band, pants reinforced throughout. Attached to pants is a piece of cloth 4 by 5 inches for patch. The legs are finished with fancy brass buckles and three buttons on each side. At our special price of \$4.35 you will be more than pleased, and we believe it will be the means of adding more customers to our list.



No. 4208

CHILDREN'S KILT SUITS FOR CHILDREN, AGES, 2½, 3, 3½ AND 4 YEARS.

In ordering these suits be sure to state age of boy and say whether large or small of his age. Our line of Kilt suits is very complete and embraces about fifty styles; but for your consideration we present to you two special bargains selected from all the suits that we are offering at a price that is sure to bring orders from those in need of this class of goods.

No. 4209. FIRST AMONG THIS LOT OF BARGAINS IS OUR \$1.45 KILT SUIT, which we furnish in navy blue, brown, slate and tan, as desired. In ordering, be sure to state color wanted, and if to be sent by mail enclose 15 cents extra to pay postage.

Want of space prevents our showing even a small portion of the line we carry; but we offer you the two biggest bargains we have, and we know that if we receive your order, you will be so well pleased that you will favor us with your orders for other departments.

This garment is made of good weight broadcloth, blouse waist cut in the most approved manner, large square back sailor collar, with white anchors in each corner of the back, handsomely embroidered with silk floss, round front, ornamented with little bow, rubber buttons. Full-plaited kilt, box front, ornamented on each side with four small rubber buttons to match the waist. Continuous waistband with extra well-made button holes and finished with a hem one inch wide, double-stitched and extra well-made throughout.

No. 4210. OUR \$2.60 ALL-WOOL NAVY BLUE CHEVROT KILT SUITS, for boys 2½, 3, 3½ and 4 years of age. Be sure to state age of boy and say whether large or small of his age. If sent by mail enclose 25 cents extra to pay postage. If by express C. O. D., subject to examination, send us \$1.00 the balance and express charges can be paid after it is received. Coat made with round sailor collar, lapel front, simulated vest, trimmed with silk braid, one-half inch buttons, lined throughout with serge, the sleeves lined with striped silesia, slashed on each side of the back and trimmed with soutache braid. Kilt skirt with nine plaits and box front, trimmed on each side with four silk ball buttons to match coat, continuous band, extra well-made and finished with button holes, wide hem on the bottom. This makes a very dressy and stylish little suit.

No. 4211. OUR SPECIAL 7½ KILT SUIT. This suit is made for children from 2½ to 4 years of age. It is made of a heavy blue and white stripe ducking, with very large square blue collar, fancy cuffs, fancy flaps, a suit that would retail in any first-class store at nearly double our special offer price.

No. 4212. OUR \$1.15 KILT SUIT. We offer for \$1.15 a very fine kilt suit, one that cannot be duplicated in any retail store within 50 per cent of our special offer price. These suits are made for children 2½, 3, 3½ and 4 years of age. In ordering be sure to state age. At 15 cents extra we will send these suits by mail, postage paid. When ordering by mail be sure to enclose the 15 cents to pay postage. This suit is made from a heavy blue and red stripe duck, has a very large fancy square red collar, scalloped and nicely bound, large red scalloped cuffs and front.

No. 4209.

No. 4211.

No. 4210.

No. 4212.

WE CALL YOUR ATTENTION TO OUR REGULAR LINE OF CHILDREN'S TWO-PIECE AND FOUR-PIECE COMBINATION SUITS. You have but to glance at the prices we name to convince yourself that we are offering prices against which no dealers can compete. Armed with the advantages possessed

by no other concern, viz: the largest output of clothing of any firm in existence, selling our clothing direct to the consumer for cash, thereby making no bad debts, buying our goods in large quantities from the mills, making them up by the thousands, we are prepared to make you prices that will admit of no argument, no dispute in comparison and we would advise you by all means to get up a club order, ordering three or four, or better still a dozen suits at a time, let us send them to you by express and thus reduce the charges on one suit to but a very few cents at the most. We are filling a great many club orders, thereby reducing the cost to the purchaser, which is our sole aim. We are anxious for you to cooperate with us with reference to the club order system and by so doing you will own the goods at 25 per cent less than your local dealer can buy in large quantities.

OUR FIRST SUIT, A TWO-PIECE BOYS' SUIT FOR 65 CENTS IS A WONDER. We are offering this suit at 65 cents in competition with suits that retail at from \$1.25 to \$1.50. They come in ages 4 to 12. In ordering be sure to state age of boy and say whether large or small for his age. If to be sent by mail, enclose 15 cents extra to pay postage. These suits are made from a very fair quality of satinette, a dark gray mixture and good wearing material, lined throughout with cotton serge, two pockets to coat, single-breasted, round collar. Pants are well made, two pockets, stayed crotch, button holes worked in waistband. At 65 cents we challenge any concern in existence to show the equal.

No. 4214. OUR \$1.05 TWO-PIECE BOYS' SUIT FOR BOYS 4 TO 12 YEARS OF AGE. This suit is made of a heavy dark brown satinette, made in exactly the same style as our No. 4213. It is a good weight, well-wearing material, coat is lined throughout with a good quality cotton lining, two pockets on coat with flaps on pockets, round collar. Pants are well made, drilling pockets, button holes worked in waistband, two buttons on each side of pants leg at bottom.

No. 4215. OUR \$1.45 TWO-PIECE BOYS' SUIT FROM 4 TO 14 YEARS OF AGE. In

ordering be sure to state age of boy and say whether large or small of his age. If you wish suit send by mail send 30 cents extra to pay postage. Two, three or even four suits can be sent by express to any address, at a cost of from 25 to 30 cents for that reason, we advise ordering several suits at a time and having them shipped by express and thus reduce the express charges. This \$1.45 suit is thoroughly well-made two-piece suit; good enough for any boy for everyday wear. It is made from an extra quality of dark mixed diagonal goods, a regular wear-resisting garment, lined throughout with a good quality of serge lining, good sleeve lining, double breasted as shown in cut, large collar with large lapels, three pockets to coat, flaps on all pockets, pockets made of good quality of silesia. Pants are well made throughout, reinforced waistband, button holes worked in same two side pockets, finished with two buttons on bottom of each pants leg. These pants are extra well stayed in crotch.

No. 4216. OUR \$1.55 TWO-PIECE BOYS' SUIT. Sizes from 4 to 14 years of age. In ordering be sure to state age of boy and say whether large or small for his age. If to be sent by mail, enclose 25c extra to pay postage. This suit is made from a good quality dark gray wool chevrot, medium weight, double breasted, square front with rubber buttons, two outside pockets with flaps, round collar, lapel front, well made button holes, lined throughout with good quality of serge lining and fine striped sleeve lining. Pants are well made, continuous waistband, extra well stayed and well finished.

No. 4217. OUR \$1.70 BOYS' SUIT. Made of fine all-wool serge, having a very genteel appearance, in dark mixed colors. In ordering be sure to state age of boy and say whether large or small for his age. If to be sent by mail, enclose 25c extra to pay postage. This suit is nicely made, finely finished buttonholes and rubber buttons, three outside pockets with flaps, lined with fine black serge, fine striped sleeve lining. The pants are extra well made, extra stayed crotch, extra stitched waistband, two small buttons on the bottom of each leg to match the buttons on the coat.

No. 4218. OUR \$1.85 BOYS' TWO-PIECE SUIT. For boys from 4 to 14 years of age. Be sure to state age of boy and say whether large or small for his age. If to be sent by mail, add 25c extra to pay postage. We offer you in this a regular \$2.50 suit at \$1.85. No. 910. Made of a heavy gray mixed chevrot, extra wear-resisting material, handsomely made, round collar with wide lapels, finely finished buttonholes with single front. Three outside pockets with flaps, lined throughout with a good gray serge and fine striped sleeve lining. Extra well stayed and lined, outside seam, two buttons at bottom of the leg, waistband extra stitched and good button holes, two drilling pockets, bottom hemmed and nicely finished.

No. 4219. OUR \$2.20 TWO-PIECE BOYS' SUIT. From 4 to 14 years of age. If to be sent by mail enclose 25c extra to pay postage. No. 1073. Made of a heavy gray chevrot, double breasted, square front, round collar and wide lapels, black rubber buttons, lined throughout with a good quality of serge, fine striped sleeve lining, three outside pockets with flaps. Pants are extra well stayed, drilling pockets and handsomely finished. This we consider extra good value and very stylish.

No. 4220. OUR \$2.55 TWO-PIECE BOYS' SUIT. For boys from 4 to 14 years of age. Be sure to state age of boy and say whether large or small for his age. If to be sent by mail enclose 25c extra to pay postage. No. 1071. Made of a very fine, heavy, all-wool brown mixed chevrot, double-breasted front, round collar, wide lapels, three outside pockets with flaps, extra well made throughout, lined with black serge, fine striped sleeve lining, with buttons to match goods. The pants are extra well stayed and stitched throughout, handsomely finished with buttons at the bottom of each leg to match coat, waistband extra well stitched and good buttonholes. This is a very nobby and handsome suit.

No. 4221. OUR \$2.75 BOYS' TWO-PIECE SUIT FROM 4 TO 14 YEARS OF AGE. Be sure to state age of boy and say whether large or small of his age. If to be sent by mail enclose 25 cents extra to pay postage. No. 1040 made of fine all wool gray mixed cassimere with an indistinct check, double breasted, round collar, wide lapels, lined with good quality of farmer's satin, handsomely finished buttonholes and rubber buttons, three pockets with flaps. The pants are very nicely finished extra well stayed in crotch, patent waistband with extra elastic loops at the back to prevent the pulling off of the buttons from the waist. One hip pocket and two side pockets, outside felled seam, each leg finished with three small buttons to match coat. You will find this a very stylish and well-made garment, suitable for the most fastidious.

No. 4222. OUR \$2.95 BOYS' TWO-PIECE SUIT FOR BOYS FROM 4 TO 14 YEARS OF AGE. Be sure to state age of boy and say whether large or small of his age. If to be sent by mail enclose 25 cents extra to pay postage. Made of a select fine checked all wool cassimere, brown and white predominating, double-breasted, round collar, wide lapels, brown buttons, lined with a fine brown farmer's satin and extra well finished. The pants are extra well made and finished with a felled outside seam, extra stayed crotch, one hip and two side pockets. Finished with three small buttons to match the coat. Patent waistband with button holes and extra elastic loops. This is indeed a very fine genteel suit, nice enough to wear in church or any other place.



No. 4215.

Men's Black Sateen Overshirts.

Unprecedented Values in these Garments. We offer you herewith a chance to buy black sateen shirts that are without any exception the best values in all America. We make no exception whatever. These are the best. Every garment is fully warranted. **Your money back if not satisfied.**



No. 2010. Men's Fast Black Sateen Overshirts, extra strong and durable. Large breast pocket; well made and finished. Sizes 14 1/2 to 17. Price, each... \$0.45 Per dozen... \$5.20

No. 2011. At 58c we offer you this fast black sateen overshirt. It is a wonder positively at this price. It has yoke back, pearl buttons, extension collar band, felled seams and is full finished, soft, heavy and of good work. Guaranteed in every way the equal of any 75c shirt ever sold. Sizes 14 1/2 to 17. Price, each... \$0.58 Six for... \$3.20

No. 2012. This fast black sateen overshirt, well made and dependable. Double yoke back, pearl buttons, felled seams, extension neck band. Heavy weight and full size. Finely made-up and finished. Breast pocket and large collar. Sizes 14 1/2 to 17. Price, each... \$0.75 Six for... \$4.20

No. 2014. S. & R. Special. The S. & R. Special black sateen shirt, made with every known improvement, including double yoke and neck band, extension collar band, flat felled seams, gussets and sleeve facings, shaped shoulders, etc. Made from a specially prepared absolute weight sateen, cut full 36 inches and warranted in every way. Sizes 14 1/2 to 17. Price, each... \$0.87 Three for... 2.50

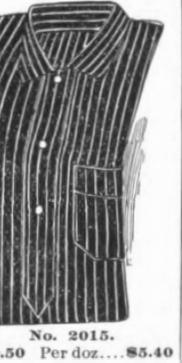
No. 2015. Men's black and white striped sateen overshirts. Full length well made and finished, and warranted fast color. Sizes 14 1/2 to 17. Always mention size wanted. Price, each... \$0.43 Per dozen... 5.00

No. 2016. Men's extra quality black and white striped sateen overshirts. 36 inches long with yoke back, pearl button and double neck band. Large well shaped collar. First class in every respect, and a wonder at the price. Sizes 14 1/2 to 17. Price, each \$0.50 Per doz... \$5.40

No. 2010. Men's Fast Black Sateen Overshirts, extra strong and durable. Large breast pocket; well made and finished. Sizes 14 1/2 to 17. Price, each... \$0.45 Per dozen... \$5.20

No. 2011. At 58c we offer you this fast black sateen overshirt. It is a wonder positively at this price. It has yoke back, pearl buttons, extension collar band, felled seams and is full finished, soft, heavy and of good work. Guaranteed in every way the equal of any 75c shirt ever sold. Sizes 14 1/2 to 17. Price, each... \$0.58 Six for... \$3.20

No. 2012. This fast black sateen overshirt, well made and dependable. Double yoke back, pearl buttons, felled seams, extension neck band. Heavy weight and full size. Finely made-up and finished. Breast pocket and large collar. Sizes 14 1/2 to 17. Price, each... \$0.75 Six for... \$4.20

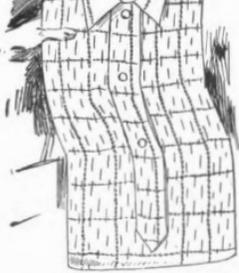


Men's Extra Strong and Durable Overshirts.

Strong Men require strong shirts. The strength of these shirts is wonderful. They're made up expressly to meet the requirements of men who are hard on shirts. They are also made to fit and look as well as well. The price, too, is made to fit the pocketbook of the shrewd buyers. Ours are money saving prices.

Buckskin Cloth Overshirts.

The strength and wearing quality of buck skin cloth is something wonderful. There is real merit in these garments.



No. 2020. Men's Heavy Weight Buckskin Cloth Overshirts. Solid and firm goods of unquestionable wearing qualities, thoroughly well made and sewed. Yoke back and improved felled seams. Cut full size and guaranteed to wear like iron. Sizes 14 1/2 to 17 only. Tan colored plaid and striped patterns. Price, each... \$0.47 Six for... 2.66

No. 2021. Genuine Buckskin Cloth Shirts. Same as above in neat black and white stripes. Sizes 14 1/2 to 17 only. Price, each... \$0.47 Six for... 2.66

No. 2022. Genuine Buckskin Cloth Shirts. Same as above in neat slate colored stripes, very desirable and wont show dirt. Sizes 14 1/2 to 17 only. Price, each... \$0.47 Six for... 2.66

No. 2023. Genuine Buckskin Cloth Overshirts. Same as above plain indigo blue color, always a favorite, warranted fast color and full size. 14 1/2 to 17 only. Price, each... \$0.47 Six for... 2.66

Reflect on These Values.

No. 2024. Men's Extra Quality Heavy Woven Cotton Overshirts. Black with neat small white stripes double stitched yoke, patent extension collar band, shaped shoulders, cut full size and guaranteed to wear long and well. Sizes 14 1/2 to 17. The wearing qualities of these shirts are unexcelled. You will certainly like them if you buy them. Price, each... \$0.48 Six for... 2.65



Moleskin Shirt at 74c.

Extraordinary Values. **No. 2025. Moleskin Shirt** \$1.25 value, a heavy twilled cloth, positively fast black ground with white pin stripe, a quart of an inch apart; extra well made with pointed double yoke, double stitched, long pointed collar, pearl buttons, wide cuffs, outside pointed pocket, made very full, and 30 inches long; this is one of the best wearing shirts in any similar price, and a nice genteel appearance. Price, each... 0.74 Three for... 2.00

No. 2027. Old iron shirt made. This garment is made from dark blue mixed 9 oz. centm. The same as used in making men's overalls. It is made with yoke back, felled seams and has breast pocket. It is cut full large and 30 inches long. Two of these shirts will last longer than a shirt of any other kind ever made. Sizes 14 1/2 to 17 only. Price, each... 0.75 Three for... 2.10 Per Dozen... 7.50

Men's High Grade Outing Shirts.

Fine Soft Finish. Fast Colors and Full Sizes.

No. 2028. Men's Fine Light Colored Bedford Cord Summer Outing Shirt. Cream color with dainty contrasting stripes of black, blue or red. Yoke back, fine white pearl buttons, breast pocket, flat felled seams and gussets. Patent extension band. Cut full length. Sizes 14 1/2 to 17. A handsome and dressy shirt that will give the best of satisfaction. Price, each... 0.68 Six for... 3.25

69c for a \$1.00 Sateen Shirt.



No. 2029. This shirt we offer as an exceptional bargain. It is made from finest heavy twilled sateen, light colors, cream ground with neat broken stripes in contrasting colors. Made with all the newest improvements including gathered back, pearl buttons, double yoke, felled seams, etc. Better workmanship was never put into a shirt. Sizes 14 1/2 to 17. Always state size desired. Price, each... 0.69 Three for... 1.95 Six for... 3.80

No. 2030. Men's Fancy Overshirt, light cream ground with neat stripes of red, black or blue. Made from heavy pique Bedford cord. Yoke back, pearl buttons, pocket, etc. Unexcelled for wear and a perfectly handsome garment. Sizes 14 1/2 to 17. Price, each... 0.87 Three for... 2.45

SEE OUR STOCK SADDLES

French Madras Cloth Shirts.

French Madras is a fine soft finished fabric with the colors woven through. It is noted for its superior wearing quality. It is the best wearing fabric known. It is hand-some and stylish as well, hence its great popularity with all admirers of neat, stylish and comfortable garments. Our prices on these beautiful shirts within the reach of all. French Madras shirts will give you perfect satisfaction. Try them for the service that is in them.



No. 2032. Men's Genuine Woven French Madras Shirts. Light colors, plaids or stripes. Made with yoke back, fine pearl buttons, felled seams, and gussets, breast pocket and extension neck band. All the latest and best improvements. Warranted to wear well and fit perfectly. Sizes 14 1/2 to 17, a sorted light colors. Price, each... 0.75 3 for... 2.10

Our Special 87c Outing Shirt.

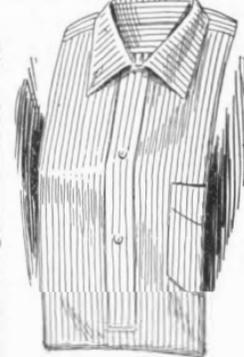


Men's Extra Fine Imported WOVEN FRENCH... MADRAS CLOTH OUTING SHIRTS.

No. 2033. Light colors, stripes or plaids. Patent double extension neck band. Yoke back, fine pearl button, felled seams, sleeve facing and gussets, shaped shoulders and full length. A most excellent and trustworthy garment. Happily one new pattern. Every one a beauty. Size 14 1/2 to 17. Price, each... 0.87 3 for... 2.4

98c. for a \$1.50 Silk Striped Madras Shirt.

COMFORT.... AND.... ELEGANCE... COMBINED...



No. 2034. Fine Imported Madras Cloth Outing Shirt. Light in weight, but very strong and durable. Light blue and white, and golden blue and white stripes with beautiful silk stripes. Full yoke back, pearl buttons, pocket, felled seams and in fact every known improvement. One of the season's handsomest effects. Size 14 1/2 to 17. Price, each... 0.98 3 for... 2.75

French Flannel Shirts.

No. 2035. Men's Fine Summer weight French Wool Flannel Shirts. White ground with neat colored, contrasting pin stripes and dots. Pointed yoke back, white pearl buttons, extension band and breast pocket. Light and cool. Sizes 14 1/2 to 17. Price, each... \$1.25 3 for... 3.50

Feather Weight Wool Shirt.



THE LIGHTEST... WOOL SHIRTS MADE.

No. 2036. Men's Feather Weight Wool Outing Shirts. With beautiful silk stripes in contrasting colors, all handsome light colors, perfect beauties. Light strong and cool for summer wear. Made up in very best manner, with yoke back, pearl buttons, felled seams, etc. Sizes 14 1/2 to 17 only. Price, each... 1.50 3 for... 4.20

WHEN YOU ORDER GOODS TO BE SENT BY MAIL, ALWAYS INCLUDE THE NECESSARY POSTAGE. IT IS CHEAPEST FOR YOU TO ORDER ENOUGH GROCERIES TO MAKE UP A FREIGHT ORDER, AS FREIGHT IS VERY SMALL COMPARED WITH POSTAGE.

Men's Extra Size Overshirts.
 Sizes 17½, 18, 18½ and 19 only.



No. 2037. Extra Size Overshirts. Made from fine twilled sateen. Cream color ground contrasted with neat fancy colored stripes, yoke back, pearl buttons and breast pocket. Made full large throughout and warranted to wear. Made in extra sizes only.
 Price each...\$0.75
 3 for..... 2.15

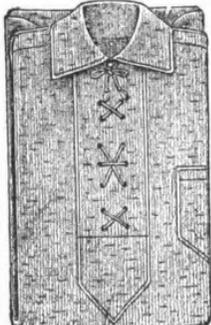
No. 2038. Extra Size Overshirts. Made from best quality fast colored percale, light colors. Can be laundered if desired. Yoke back, pearl buttons, breast pocket and all improvements. Sizes 17½ to 19; assorted patterns.
 Price each, 75c; 3 for.....\$2.15

Men's Heavy Weight Overshirts.

For Fall and Winter Wear. Men's Fancy Jersey Shirts.

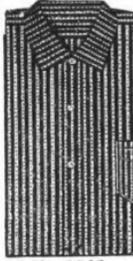
No. 2040. Men's Heavy Knit Jersey Overshirts. Random mixed dark colors, lace front buttoning underneath the lacing, assorted patterns, sizes 14½ to 17.
 Each..... \$0.39
 6 for..... 2.00

No. 2041. Men's Extra Heavy Knit Overshirts, dark mixed colors with lace front buttoning underneath, very strong and durable.
 Retail value...\$0.75
 Our price..... 0.59
 3 for..... 1.55



Jersey Shirt.

Heavy Cassimere Overshirt.
 Nothing Better for Hard Wear.



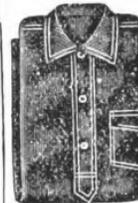
No. 2042.

No. 2042. Men's Heavy Winter Weight Cassimere Cloth Overshirts, 80 per cent wool, plain front with pocket and shaped arm holes, very neat check, plaid or striped patterns and mixtures, dark or medium colors, all sizes from 14½ to 17. Actually worth \$1.25.
 Our special price each.....\$0.90
 3 for..... 2.48

Plain Melton Over-Shirts.

Sizes 14½ to 17.
 No. 2043. Men's Heavy Winter Weight Melton Overshirts, made same as above in plain colors, shades, Oxford gray, brown mixed, etc., splendid for wear, sizes 14½ to 17. Price each.....\$0.87
 3 for..... 2.40

Men's Blue Flannel Shirts.



No. 2044.

Sizes 14½ to 17.
 No. 2044. Men's Heavy Winter Weight Navy Blue Flannel Overshirts, made from best twilled union flannel single breasted with yoke back, curved armholes and breast pocket, pearl buttons and guaranteed to satisfy.
 Price each.....\$0.95
 3 for..... 2.75

No. 2046. All Wool Heavy Winter Weight Navy Blue Flannel Overshirts, single breasted with yoke back, pearl buttons and breast pocket, an excellent garment in every way.
 Price each.....\$1.48
 2 for..... 2.85

MEN'S and WOMEN'S UNDERWEAR.

SEE THE GOODS WE QUOTE AND THE PRICES WE NAME.

MAKE NO MISTAKE BY BUYING ANY FURNISHING GOODS AT RETAIL.

IT PAYS BETTER AND COSTS LESS TO DEAL WITH US.



Double-Breasted Blue Flannel Shirts.



No. 2040.

Sizes 14½ to 17.
 No. 2047. Men's Heavy Weight Navy Blue Union Flannel Overshirts. Double breasted with white pearl buttons and double yoke.
 Price each, 98c; 3 for.....\$2.75

No. 2048. Men's Heavy Winter Weight Navy Blue Flannel Overshirts. All wool with fine white pearl buttons and double yoke; large collar and cuffs, double breasted style.
 Price each, \$1.45; 2 for....\$2.80

No. 2049. Men's Extra Fine and Heavy All Wool Navy Blue Flannel Overshirts. Double-breasted, with large white pearl buttons, non-shrinkable band, full size and length, large collar and cuffs. Price each, \$1.98; 2 for.....\$3.90

Boy's Overshirts.

Sizes 12 to 14 only.

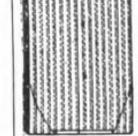
No. 2050. Boys' Fancy Striped Cotton Overshirts. Assorted patterns, medium and light colors, very good values, sizes 12 to 14 only; for summer wear. Price each, 23c

No. 2052. Boys' Fancy Striped Flannelette Overshirts. Soft and fine, will wash and wear beautifully, extra well made, assorted light and medium colors, good weight, suitable for all seasons; sizes 12 to 14. Price each.....39c



No. 2050.

No. 2054. Boys' Fast Black Sateen Overshirts. Finely made and finished, yoke back and breast pocket; reliable in every way. Sizes 12 to 14.
 Price each..... 43c



No. 2056.

Boy's Percalé Shirts.

No. 2056. Boys' Fancy Striped French Percalé Shirts. New and handsome patterns, assorted light colors, finely made and trimmed. Can be starched and laundered if desired; sizes 12 to 14.
 Price each, 50c; 3 for.....\$1.55

MEN'S AND BOYS' SWEATERS.

OPEN THE PORES.

Nothing Will open them quite so well as a SWEATER. No garment in the whole world has ever attained such universal popularity as the SWEATER of to-day. All sorts and conditions of mankind are numbered among its devotees.

WE SELL SWEATERS GOOD ONES TOO....

They are the very best that human skill can devise. Our sweaters have more special features and are made from finer yarns than any other line of sweaters known. Its never wise to be boastful and we try to be modest about our sweaters, but we cannot help feeling enthusiastic over the pleasant surprise that awaits a purchaser of one of these garments. Every garment we quote is strictly up-to-date and will give thorough satisfaction. Our prices are based on the lowest possible percentage, and you will find them from 25 to 40% lower than you can possibly purchase the same grade of goods for elsewhere.

Men's Cotton Sweaters.
 Sizes 34 to 44.

25c Sweaters.

No. 2061. Men's Medium Weight Cotton Sweaters, ecru or cream colors. Sizes 34 to 40.
 Price, each...\$0.25

Pure Cotton Worsted Sweaters at 47c.

No. 2062. Men's Heavy Weight Pure Cotton Worsted Sweaters. Finely fashioned neck, cuffs and skirt. Absolutely fast colors. Wine, black, navy or golden tan.
 Price, each...\$0.47

Lace Front Sweaters at 50c.

No. 2064. Men's Lace Front Cotton Worsted Sweaters. Made same as above, with large collar. Nothing better for wear and service. Colors, black, navy, maroon or tan. Always mention color desired. Price, each...\$0.50

Men's Wool Sweaters.
 Sizes 34 to 44.

At 85c.

No. 2066. Men's Heavy Ribbed Wool Sweaters. Double neck, ribbed cuffs and tail, 80 per cent. pure wool. Handsome in appearance and well knit. Usually retails at \$1.25. Colors, black, maroon, navy or golden tan. Price, each.....\$0.85

At \$1.25.

No. 2067. Extra Heavy Full Fashioned Wool Sweaters. Heavy ribbed and close knit. A great favorite owing to its superior wearing qualities. Colors, black, maroon, navy or tan. Extra good value. Price, each.....\$1.25

Our Scorchor at \$1.75.

No. 2068. The greatest value ever offered in a sweater. Extra heavy ribbed and made from all pure Australian wool. Fancy ribbed neck and elastic ribbed cuffs and tail. Plain colors, black, navy, maroon or golden tan. The golden tan is an entirely new shade of tan and very popular this season. You will make no mistake in buying one of these garments. Price, each.....\$1.75

tic ribbed cuffs and tail. Plain colors, black, navy, maroon or golden tan. The golden tan is an entirely new shade of tan and very popular this season. You will make no mistake in buying one of these garments. Price, each.....\$1.75

\$2.10 for an Extra Heavy Worsted Sweater.

No. 2069. Pure, Heavy Weight, Extra Heavy Ribbed, all Wool, Worsted Sweaters. Fancy ribbed neck and tail, fine elastic ribbed cuffs. Full fashioned and seamless. Soft and fine and guaranteed in every way. If you are looking for something extra good, handsome and dependable, don't overlook this number. Retail value, \$3.00. Black, navy or maroon. Our special price, each.....\$2.10

Men's Sailor Collar Sweaters.

No. 2070. Heavy Ribbed, Lace Front, Sailor Collar Sweater. Heavy domestic union wool. Guaranteed to give long and lasting service and prove satisfactory in every way. Made with large sailor collar, ribbed cuffs and tail. Two contrasting stripes on collar. Black, tan, navy and maroon colors. Sizes, 34 to 44.
 Price, each.....\$1.25

No. 2072. Same style Sweater as above, but made from extra quality Australian wool. Soft, thick and fine. Excellent value. Colors, black, maroon, wine, navy or tan. Sizes, 34 to 44.
 Price, each.....\$1.89

Pure Worsted Sweaters.
 Fine Ribbed, with Sailor Collar.

No. 2073. Men's Fine Worsted Sweaters. Extra heavy weight, made from the very finest Australian lambs' wool, with large, square sailor collar. Fine ribbed double cuffs, silk lace front; contrasting stripes on collar, cuffs and skirt in the following combinations: Black and orange, green and white, maroon and white, and navy and white. Full, regular made, and finely fashioned; the best sweater made. Sixes, 34 to 44. Price each.....\$3.10

The New "Bike" Sweater.



No. 2074. Men's New "Bike" Sweaters. Heavy all-wool, soft and fine; heavy ribbed and full fashioned; new style shirt collar, the most popular sweater of the season. Leading wheelmen all use this style in preference to any other. Made in solid colors with white stripes on collar, cuffs and skirt. Colors, black, wine, maroon or navy. Sizes, 34 to 44. Price each.....\$1.50

No. 2075. Men's New "Bike" Sweater, made from purest Australian heavy weight and heavy ribbed; full fashioned solid colors, with white stripes on collar, cuffs and skirt; new style shirt collar; unexcelled for wearing qualities, actually worth half a dozen ordinary sweaters. Colors: Black, maroon, wine or navy. Sizes, 34 to 44. Price each.....\$3.10

Turtle Neck Sweater.

EXTRA HEAVY KNIT, ALL WOOL, TURTLE NECK...SWEATERS..

No. 2076. Full regular made and very elastic. Silk cord lacing, elastic ribbed cuffs and tail; extra heavy weight, soft and fine; one of the very best sweaters ever made. Made up either with or without contrasting stripes on collar. State which you prefer. Sizes 34 to 44. Price each.....\$3.25



No. 2076.

WE SELL THE SLICKEST BICYCLE IN THE WORLD FOR \$35.00. IF YOU BOUGHT IT RETAIL FOR \$50.00, YOU WOULD CONSIDER IT A BARE BARGAIN. BICYCLE CATALOGUE FREE.

Boys' Sweaters.

Sizes 26-28-30-32, Chest Measure.



No. 2077. Boys' Plain Ecru or Dark Cream Colored Cotton Sweaters. Plain roll collar; extra good value. Price each.....\$0.23
 No. 2078. Boys' Full Fashioned Heavy Weight Cotton Worst-Ed, Ribbed Sweaters. Plain roll collar, elastic ribbed cuffs and skirt. Plain colors, black, navy, maroon, wine or golden tan. Cannot be beat for wear. Price each.....\$0.42
 No. 2079. Boys' Extra Heavy Union Wool Ribbed Sweater. Full fashioned, with fancy ribbed roll collars, elastic ribbed cuffs and tail, 80 per cent wool, and warranted to give extra good service. Plain colors, black, maroon, navy or tan. Sizes 26 to 32. Price each.....\$0.85

No. 2080. Boys' Extra Heavy Ribbed Wool Sweaters. Full fashioned, fancy ribbed roll collar, cuffs and skirt. One of the very best wearing sweaters made. Plain colors, black, maroon, wine and navy. Sizes 26 to 32. Price each.....\$0.98

Boys' Lace Front Sweaters.

No. 2082. Boys' and Children's Heavy Wool Mixed Worst-Ed Sweaters, made with lace front and large sailor collar, elastic ribbed cuffs and skirt, white stripe on collar; extra good value. Sizes 24 to 32, chest measure. Colors, maroon or navy blue. Price each.....\$0.75
 No. 2083. Boys' and Children's Heavy Wool Sweaters, with large sailor collar, elastic ribbed cuffs and skirt. Full fashioned, 80 per cent wool, will wear better than all wool and will not shrink. Colors, black, navy blue or wine, with white stripes on collar. Sizes 24 to 32. Price each.....\$1.00



No. 2084. Boys' Extra Fine All Wool Sweater, Lace Front and Large Sailor Collar. Full fashioned, with elastic ribbed cuffs and fancy ribbed skirt, handsome silk facing, heavy ribbed waist; the handsomest boys' sweaters made. Colors, navy blue, wine or maroon, with handsome white stripes on collar, cuffs and skirt. Sizes 26 to 32. The best value ever offered. Price each.....\$1.45

Our 50c Special.

No. 2085. Boys' Extra Quality Heavy Cotton Ribbed Worst-Ed Sweaters, with lace front and small collar. Plain colors only, navy or maroon. Sizes 26 to 32. Price each.....\$0.50

Mens' Bicycle and Golf Hose.

Made without feet and intended to be worn over ordinary cotton half hose and retained in place by a thin knitted strap passing under the ball of the foot. The only practical, and therefore the most sensible golf and bicycle hose made. They have met with the very highest favor wherever used.

In ordering Bicycle Hose, always state predominating colors desired.

No. 2086. Fancy Colored Fine Ribbed Worst-Ed Finish Bicycle Hose. Fancy ribbed turnover tops. Assorted colors and patterns, greens, blues, tans, and wines with black mixtures predominating. No plain or solid colors. Made without feet. Price.....per pair, \$0.42
 No. 2087. Medium Weight, Fine Ribbed Fancy Scotch Plaid Wool Hose, very fine and soft, medium and dark Scotch mixtures with roll tops. Brown mixtures predominate in this assortment and the patterns are very neat. They will go well with almost any color suit or sweater. Made without feet. Price.....per pair, \$0.50
 No. 2088. Heather Brown and Olive Mixed Heavy Ribbed Footless Bicycle Hose. Made from selected domestic wool, and warranted to give excellent satisfaction. Plain roll top. Price.....per pair, \$0.50
 No. 2089. Our 50c Special mens' footless bicycle hose, heavy weight wool. Plain colors, black, maroon, brown or navy with fancy plaid roll tops of contrasting colors. Very popular with wheelmen of all classes. Price.....per pair, \$ 0.58

No. 2086. Price.....per pair, \$0.42
 No. 2087. Price.....per pair, \$0.50
 No. 2088. Price.....per pair, \$0.50
 No. 2089. Price.....per pair, \$ 0.58

SEE INDEX FOR WHAT YOU DON'T FIND.

IF YOU HAVE ANY TROUBLE ABOUT YOUR ORDER, DON'T KEEP IT TO YOURSELF AND GRUMBLE, BUT LET US KNOW, AND YOU MAY BE SURE THAT WE WILL TAKE PAINS TO RECTIFY ANY MISTAKE. ALWAYS GIVE INVOICE NUMBER.

No. 2090. The Best 75c Bicycle Hose on Earth.



No. 2090. All fancy mixtures with roll tops. No plain colors. Price.....per pair, \$ 0.75
 No. 2091. Same Hose as above but made in fancy mixtures. Beautiful Scotch and English designs in browns, olives, heathers, grays, cardinals, wines and other desirable colorings. Price.....per pair, \$ 0.75

Our 79c Worst-Ed Hose.

No. 2092. Medium Weight Pure Worst-Ed Bicycle or Golf Hose. Made expressly for those who do not desire heavy or coarse ribbed hose. Made in plain staple colors, with roll over tops striped with contrasting colors. Very neat, modest patterns. Fine ribbed, light and strong. Price.....per pair, \$0.79

No. 2093. Mens' Fancy Top Golf or Bicycle Hose.

Extra heavy, all wool. Wide ribs in plain colors, black, navy or maroon, with fancy colored roll tops, of contrasting colors. Very rich and effective in appearance. Made without feet. One of our most excellent values. Price.....per pair, \$0.87

No. 2094. Extra Heavy All Wool Scotch Bicycle or Golf Hose. Made without feet and with heavy double roll tops. Fancy patterns and fancy mixed colorings. All the new and desirable combinations. Brown, myrtle, olive, heather, blue, tan, etc. Price.....per pair, \$1.10

No. 2093. All mixed colors. No plain or solid colors. In ordering state predominating colors desired. Price, per pair.....\$1.10

Mens' Plain Black Bicycle Hose. Special Bargain 21c.



No. 2096. Men's Guaranteed Fast Black Bicycle Hose. Extra heavy ribbed cotton. Heavy spliced knee and heel, and double toe. The best wearing stocking ever made. Just the thing for base ball bicycling and out-door sports. Sizes, 10, 10 1/2 and 11. Special price, per pair.....\$0.21

Boy's Bicycle Hose. Sizes, 7, 7 1/2, 8, 8 1/2, 9.

No. 2097. Boy's Extra Heavy Fast Black, Heavy Ribbed Cotton Hose. Double knit knee, spliced heel and double toes. Full seamless. Specially desirable for school wear as well as bicycling. Warranted to give iron-clad service. Don't overlook this number if you want something thoroughly dependable. Price.....\$0.25
 6 pairs for.....1.39

A Rare Bargain. 75c for \$1.50 Bicycle Hose.

No. 2098. Our entire stock of mens' fancy colored wool bicycle hose with feet. We want to close them out, as the footless hose are more popular. We offer the entire lot in fancy Scotch mixtures, plaids, etc. All of our \$1.00, \$1.25 and \$1.50 qualities. Here is your chance for a big bargain. Price, per pair.....75c

FARGO'S FAMOUS BALL-BEARING BICYCLE SHOES

WE ARE THE OWNERS OF THE ENTIRE STOCK FROM THE RECEIVER AT BANKRUPT PRICES. BICYCLE EXPERTS PREFER THEM TO ALL OTHERS. SEE OUR SHOE DEPARTMENT FOR LESS THAN JOBBERS PRICES.



Men's Belts.

BELTS ARE POPULAR. More so this season than ever before. They are used by all classes of people. The styles this season are the handsomest ever manufactured. In ordering belts, state number of inches around waist. Always order by catalogue number. Sizes, 30 to 42 Waist Measure.



No. 2099. The Wheelmen's Favorite Belt. Made from fine smooth finish, russet leather, 1 1/2 inches wide, with enameled rings and buckle, and solid leather match or coin pouch with patent snap fastener. Strong and very handy. Price, each, \$0.37
 No. 2102. Men's Alligator Belts. Made from fine russet leather, 1 1/2 inches wide. Alligator finish, with the new harness buckle and nickeled eyelets. Very popular. Retail at 75c. Our price, each, \$0.45



No. 2103. This is a 2 inch all leather Belt. Russet or tan color, with large leather covered buckle and leather covered rings. Sewed throughout with silk thread. Plain fine smooth finish. Price, each.....\$0.47

No. 2104. Men's Solid Russet or Tan Colored Belts, 1 1/2 inch wide with enameled square buckle and enameled rings. Silk stitched throughout. A great bargain. Price, each.....\$0.21

No. 2106. The Swellest Belt out. Don't judge from the price that the material is cheap. We bought an immense quantity at a big bargain direct from the makers. These belts are made from finest jet black patent leather, with finely nickeled harness buckle and eyelets. Sewed throughout with silk thread. One inch wide, and the neatest and most dressy belt made. Our special price, each.....\$0.25

No. 2107. Light Tan Colored Solid Leather Belts, 1 1/2 inch wide, with heavy nickel harness buckle and nickeled eyelets. Silk sewed throughout. Very fine soft finish. Price, each.....\$0.43
 No. 2108. The Prince of Wales Belt. The very latest. Fine soft russet leather, 1 1/2 inch wide, with two large nickel plated buckles. Very strong and thoroughly dependable. Price, each.....\$0.50

No. 2110. A very Handsome and Fashionable Belt, made from fine embossed leather 1 1/2 inch wide. Handsome dove color or light drab, with new design nickel buckle and rings and nickel eyelets. Sure to please, and, therefore, sure to satisfy. Price each.....\$0.75

The Latest Duck Belts.

No. 2112. Men's Fine White Duck Belts. Bound all around with russet leather. Russet leather covered buckles and rings to match. Price, each.....\$0.25
 No. 2113. Men's Belts. Made from the new linen crash or grass cloth. Natural linen color. Leather bound, with russet leather covered buckle and rings. Strictly up-to-date for outing purposes. Price, each.....\$0.25
 No. 2114. An Odd Lot of Men's and Boys' Canvas Belts, with neat hook clasp. Just the thing for base ball clubs. Price until sold, each, 8c; per dozen.....\$0.75

No. 2112. Price, each.....\$0.25
 No. 2113. Price, each.....\$0.25
 No. 2114. Price until sold, each, 8c; per dozen.....\$0.75

TAKE A CAMERA.....

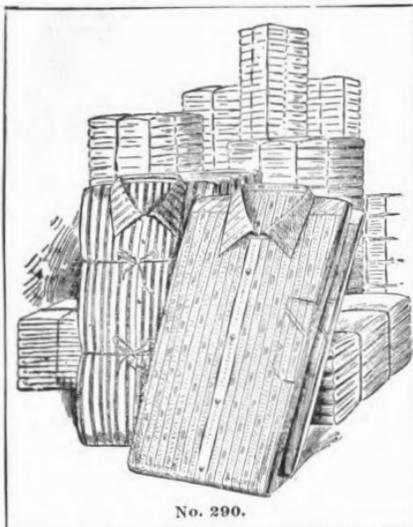
WITH YOU ON YOUR BICYCLE TRIP. YOU CAN GET MORE PLEASURE WITH A 90c CAMERA (WE HAVE THEM THAT CHEAP) THAN WITH A \$40.00 CAMERA. SEND FOR SPECIAL FREE CAMERA CATALOGUE.



MEN'S SOFT NEGLIGEE SHIRTS

UNPRECEDENTED VALUES.

PRICES THAT RULE THE WORLD.



No. 290.

and will wash and wear beautifully. Size 14½ to 17 low price.

Our Special Price.....\$0.48. Per Dozen.....\$5.26

TEN TONS OF OVERSHIRTS

THE GREATEST SHIRT DEMONSTRATION EVER ATTEMPTED BY ANY ONE CONCERN IN THE WORLD.

At 48c. We offer you these shirts. Your local dealer would ask you double this amount for an inferior shirt. This line of shirts we have had made up for us in vast quantities, our first shipment from the factory weighing more than ten tons. We expect to duplicate this shipment inside of 60 days, so as to have enough on hand for all possible orders. Orders for 6 or more shirts will be filled at dozen rates. This is by far the greatest overshirt offer we have ever made. Read carefully the following description of these shirts.

No. 290. OUR GREAT 48c. SHIRT. Made in the way that we think a shirt ought to be made to give perfect satisfaction. The material is a light colored madras cloth, spring weight with colors woven clear through (not printed). The length of the shirt is full 36 inches, not 30 or 32 inch, like most cheap shirts. This shirt has double yoke back, fine white pearl buttons, patent extension neck band, shaped sleeves and is cut full size, made in light plaid and fancy stripe patterns, fast color only. A remarkably good shirt at a remarkably

Our 47c. Blue Chambray Never-Rip Shirt.

No. 2001. Men's Plain Dutch Blue Chambray Overshirt. Good solid woven fabric known the world over for its excellent wearing qualities. Made with yoke back, breast pocket, extension neck band, double shoulders, shaped to fit and warranted full 36 inches long. Sizes 14½ to 17.



Price each, \$0.47; 6 for..... **2.82**

Corded Front Overshirts.

50c. for a 75c. Shirt.



No. 2003. Men's Fancy Corded Front Overshirt. Made from heavy fast colored percale. Neat blue and white or black and white striped patterns. Patent extension neck band, yoke back and double shoulders, gusseted and warranted, 36 inches long. Sizes 14½ to 17 only; light colors.

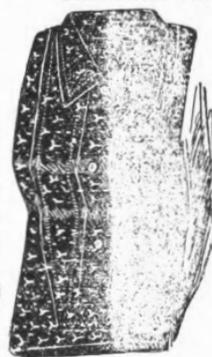
Price each...\$0.50
6 for..... **2.75**

Indigo Blue Shirts.

New Style Shield Front.

No. 2005. Men's Shield Front Overshirts. Made from good heavy indigo blue cotton, with neat white figures. Box pleat, felled seams, cut full size and one of the very best shirt values ever made. Sizes 14½ to 17. Guaranteed to give the best of satisfaction. Always mention just what size you want when you order.

Price each..... \$0.49
6 for..... **2.70**



58c. for this Handsome Shirt.

Sizes 14½ to 17.



No. 2007. This is one of the very best overshirts we have ever offered. It is made from heavy twilled Georgia cotton, plain black with small white polka dots, soft smooth finish, sateen effect. Made with double yoke back, patent extension band and double shoulders. Cut full 36 inches long, warranted perfect in fit, workmanship and wearing qualities, non-shrinkable neck band and all modern improvements are to be found in this shirt. Our guarantee stands back of every one of them.

Price each..... **\$0.58**
3 for..... **1.65**



No. 291 MEN'S SUMMER NEGLIGEE SHIRTS. Made from standard grade cotton, well made and finished, medium and light colors, fancy stripes, checks and figures, will give good substantial service. Sizes, 14½ to 17.

Each.....\$0.25
Per Doz... **2.70**

OUR 3 FOR \$1.00 LINE.

No. 292 MEN'S WOVEN COTTON CHEVIOT OVERSHIRTS. Medium weight, blue mixtures, checks and stripes, medium dark colors. Regular

lar 50 cent quality, extra well made and finished. Sizes, 14½ to 17 only.

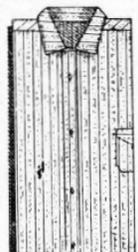
Our price, each..... **\$0.37**
3 for..... **1.00**

No. 293 MEN'S NEGLIGEE SHIRTS. Made from fine soft finished fancy striped flannel, with yoke back and breast pocket. Assorted light and medium colors. Sizes, 14½ to 17.

Each.....\$0.37
3 for..... **1.00**

No. 294 CAST IRON COTTON NEGLIGEE SHIRTS. Light colored striped patterns, yoke back, felled seams, breast pocket, unequalled for wear. Sizes, 14½ to 17.

Each.....\$0.45
3 for..... **1.25**



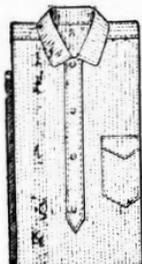
No. 293

Fine French Percalé Shirts.

At 50 Cents We Offer This One.

No. 295 A Neglige Shirt of surpassing excellence. Made from fine fast colored French percale. In fine light colored stripes and checks; made with double yoke back, pearl buttons, extension neck band and breast pocket cut full 36 inch, long, can be starched and laundered if desired. Sizes, 14½ to 17, assorted patterns.

Each.....\$0.50
6 for..... **2.75**



French Domet Flannel Shirts.

The Shirts that Satisfy.

No. 296 A 50 CENT WONDER. French Domet Flannel Shirts are popular because they are dependable; these in particular are popular, because they are the best made. They possess all the new improvements, known to the modern shirt makers. Including patent extension neck band, shaped shoulders, yoke back and fine pearl buttons. They are cut 36 inch, long, are made in light and medium colors, stripes and plaids, all neat, modest patterns. Sizes 14½ to 17. There is a world of durability in these garments as well as good looks and solid comfort.



No. 296.

Each.....\$0.50
6 for..... **2.75**

Fine French Sateen Shirts.

ALWAYS POPULAR FOR SUMMER WEAR.



No. 297 Men's Fine Twilled Sateen Negligee Shirts, light colors fine pin stripes, checks broken stripes and figures, cream colored grounds with black, blue, pink, etc., as contrasting colors, very handsomely made up with yoke back and extension band; cut 36 inches long. Sizes, 14½ to 17.

Each.....\$0.43
Per doz..... **4.75**

Our 50 Cent Special Twill.

No. 298 A Negligee Shirt possessing many points of excellence. Made from extra fine French Twilled Sateen, cream ground, with black contrasting stripes and checks of pink, black, blue, brown, etc. These shirts have flat felled seams, pearl buttons, yoke back, extension bands and shaped shoulders. They are 36 inches long and guaranteed to be the equal of any 75 cent shirt in the market. Sizes, 14½ to 17.

Our special price, each..... **\$0.50**
6 for..... **2.75**

If you are pleased with your dealings with us, you will render us a favor by persuading your neighbors to send for our catalogue.



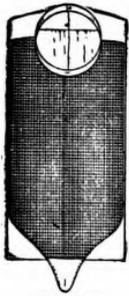
Harness

AT ALL PRICES
PRICES
That Astonish
See Pages 736 to 746.

YOU CAN'T AFFORD TO MISS A SINGLE BARGAIN IN THIS BOOK IF YOU NEED IT. SEE INDEX FOR WHAT YOU DON'T FIND. MAKE UP YOUR ORDERS SO THAT YOU CAN HAVE GOODS SHIPPED BY FREIGHT.

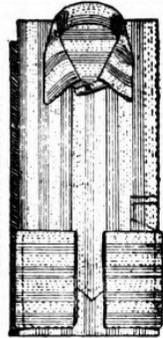
BOYS' FANCY DRESS SHIRTS.

SIZES 12 TO 14 NECK MEASURE.



No. 257. BOYS' FINE FANCY LAUNDERED DRESS SHIRTS. white body with fancy colored percale bosom. Open back style with 4 ply bands. Beautiful striped and checked patterns, blacks, blues, pinks, browns, etc. Sizes 12 to 14 only. Always mention size when ordering.
 Price, each.....\$0.48
 Three for..... 1.35
No. 258. BOYS' PENANG SHIRTS. Boy's extra fine quality imported Penang Laundered Shirts, fancy stripes, checks and figures in a rich assortment of the newest and best patterns out this season. Nothing finer made in boys' fancy shirts: made with attached collar and cuffs. Extra fine dress finish. If you are looking for something particu-

larly nice and dressy, don't overlook these garments. They will give you perfect satisfaction in every way. Sizes 12½ to 14 only.
 Price, each.....\$0.75
 Three for..... 2.00
No. 259. BOYS' LAUNDERED NEGLIGEE SHIRTS made from fancy colored French Percale, open front with attached turn down collar and cuffs. New and fashionable stripes, figures, plaids and pin checks; white ground with colorings of black, red, pink, blue, etc. Sizes 12 to 14 only. Fine dressy finish. Always mention just what size you want.
 Price, each......50c
 Three for.....\$1.38



Men's Laundered Fancy Dress Shirts.

Sizes 14½ to 17. Detachable Collars and Cuffs.

A magnificent assortment of the season's newest and best productions; made by America's greatest manufacturers. Every garment made and trimmed in fine custom style and guaranteed to give perfect satisfaction. Every design is new—not an old or unsightly pattern in our shirt stock this season. Our prices will appeal to all shrewd buyers.

IMPORTED PERCALES 95c.

No. 260. We offer these excellent shirts at just about one-half what your local dealer can sell them. They are made from Finest French Percale, fast colors and fine custom finish. One turn down and one standing collar and one pair cuffs are included with each shirt. New and nobby patterns in neat stripes and checks, white ground relieved with black, red, blue or pink figures. Sizes 14½ to 17.
 Each.....\$0.95
 Three for..... 2.65



No. 260.

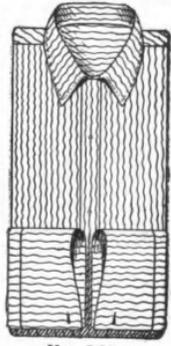
No. 261. Men's Finest Quality Penang Laundered shirts, white ground with fancy stripes, checks or fancy figures of red, blue, black, brown, etc. Open front and back. One standing and one turn down collar, and one pair cuffs to match are included with each shirt. Quality, style and workmanship unsurpassed. Sizes 14½ to 17.
 Each.....\$1.25 Three for.....\$3.60



No. 261.

PAR EXCELLENCE FANCY SHIRTS \$1.45.

No. 262. These shirts are noted particularly for their fine finish and exclusive patterns. They are the handsomest, best fitting and most comfortable shirts that can be made. The fabric is the finest French Percale. Perfectly fast colors in beautiful up-to-date shadings of blue, pink, mode, etc. Assorted patterns. Two detachable collars and detachable link cuffs. High class in every respect. Sizes 14½ to 17. Regular retail price, \$1.75.
 Our price each.....\$1.45
 Three for..... 4.00



No. 262.

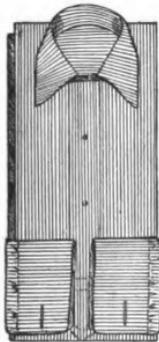
MEN'S LAUNDERED NEGLIGEE SHIRTS.

SIZES 14½ TO 17.

STRICTLY HIGH-GRADE, UP-TO-DATE GARMENTS. MADE FOR FINE TRADE. THEY ARE THE IDEAL NEGLIGEE SHIRTS AND ALWAYS GIVE COMPLETE SATISFACTION.

OUR 45c TRUE MERIT SHIRT.

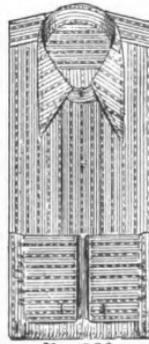
No. 263. Men's fine laundered Percale Negligee Shirts, attached collars and cuffs and detachable buttons. Assorted striped and checked patterns, white ground with contrasting colors of black, red, blue, etc. Sizes 14½ to 17. Finely made and finished.
 Each.....\$0.45



No. 263.

58c FOR A \$1.00 SHIRT.

No. 265. HANDSOMEST OF PATTERNS. Men's laundered French Percale shirts, attached collar and cuffs, fast colors in new and novel effects, pin checks, broken and hair line stripes. Double yoke and hand barred buttonholes. Equal to any \$1.00 shirt made. Light colors, blues, pinks, browns, etc., predominating. Sizes 14½ to 17.
 Each.....\$0.58



No. 265.

95c FOR THIS \$1.50 SHIRT.

No. 266. This finely laundered negligee shirt will at once appeal to the tastes of all lovers of high class garments. It is made from finest imported woven cheviot. The colors are not printed, but woven through the fabric, and are absolutely fast. Made in light colors fancy plaid and check patterns and combination stripes, the predominating colors being white, blue, red, brown and black. One of the best wearing shirts ever made, and sold at retail usually at \$1.50.
 Our Special Price, each.....\$0.95
 Three for..... 2.60

OUR GREAT .75c SPECIAL.—A WONDERFUL BARGAIN.

No. 264. Men's high grade French Penang Shirt, cut full 36 inches long with yoke back, pearl buttons, flat felled seams, reinforced and gusseted. Attached collar and cuffs, white ground with new and handsome contrasting stripes, plaids, checks and Persian patterns, in all staple colorings.
 Our Special Price, Each.....\$0.75
 Three for..... 2.10

THE PICK OF THE FLOCK.

SIZES 14½ TO 17.

No. 267. Our extra high grade laundered Negligee Shirts with attached collar and cuffs. Nothing better made. These shirts are made from very best grade light weight imported Madras cloth, sometimes called zephyr cloth. It is fine in texture, very light in weight, and extra strong and durable. These shirts have attached collar and cuffs, breast pocket and double yoke back, white background with dainty contrasting stripes of light or dark blue, brown, pink and cadet. Beautifully finished and laundered. A line of shirts heretofore handled only by high priced haberdashers and sold at fancy prices, such as \$2.50, \$2.75 and \$3.00. Note our special prices.
 Each.....\$1.50
 Three for..... 4.25
 Six for..... 8.10



No. 267.

MEN'S EXTRA SIZE LAUNDERED SHIRTS.

SIZES 17½, 18, 18½, 19.

No. 268. MEN'S LAUNDERED NEGLIGEE SHIRTS. Made from fine French Penang. Fast colors. Very fine blue and white or cadet and white stripes. Open front with attached turn down collar and cuffs. Detachable buttons, large breast pocket. Extra well made. Sizes, 17½ to 19 only.
 Price, each.....\$0.98
 Per half doz..... 5.25



OUR FAT MEN'S SPECIAL, \$1.25.

No. 269. Men's extra selected laundered Percale Shirts, made extra large for fat men. A handsome assortment of new and fashionable patterns in beautiful stripes, checks and fancy figures. Open fronts with attached collar and cuffs; extra well made and finely finished. Thoroughly good and dependable in every way. Sizes 17 to 19 only
 Price, each.....\$1.25
 Three for..... 3.50

FORGETFULNESS

IS A HABIT WITH MOST OF US.

THAT'S THE REASON we are constantly reminding you that YOU MUST NOT FORGET TO MENTION YOUR SIZE when you order shirts, underwear, collars, cuffs, etc.

ALWAYS MENTION SIZE And your order will have prompt and satisfactory attention.

WHILE WE HAVE A MOST PERFECT SYSTEM OF HANDLING OUR ENORMOUS BUSINESS, AN OCCASIONAL MISTAKE CANNOT BE ABSOLUTELY PREVENTED. WE PAY ALL EXPENSES WHERE THE FAULT IS OURS.

THE TRUTH EVERY TIME.

That's what sensible people want now-a-days. Men who want good, stylish, perfect-fitting shirts, the kind that cannot be found in ordinary stocks, the dependable, wear well, fit well, feel well sort, will be interested in the above quotations. Remember, clever values is one of our strong points.



The Western.
 No. 31153. This Boot is Made of Genuine Calf Skin, is all solid and one of the most popular "cowboy" boots we have ever sold. It has extra high heel, medium toe, and is an extremely durable boot for all kinds of wear. Every pair warranted to be better value than can possibly be obtained elsewhere. Note reduction. Size, 5 to 10; no half sizes; weight, 50 oz. Price per pair... \$3.95

Blue Ribbon Cowboy.

No. 31152. Men's Calf Cowboy Boot, made from an extra fine selection of domestic calfskin, 16 inch leg, half double sole and 2 inch heel. The bottoms are cut from the best of oak tan sole leather, extra heavy shank and the boot will give splendid service. This boot was awarded the blue ribbon at the World's Fair in Chicago, which is sufficient guarantee as to its good qualities. Warranted. Sizes, 5 to 11; no half sizes. Price, per pair, \$3.50.



Men's Calf Opera Boots.

No. 31154. Men's Selected Calf Opera Boot, fine goat leg, hand welt, half double sole, low broad heels and a boot suitable for fine dress wear. Warranted. Sizes, 6 to 11; no half sizes. Weight 42 oz. Price per pair... \$4.60
 No. 31155. Men's Selected Calf Opera Boot, fine goat leg, machine sewed, half double sole, low broad heel and very durable. Sizes, 6 to 11; no half sizes. Weight 42 oz. Price per pair... \$3.90



Men's Calf Dress Boots.

No. 31158. Men's Fine Calf Boot, made from fine light stock, double soles, cut from best of white oak sole leather, medium high heel, medium toe. This boot having light weight calf fronts and back is not intended for the same wear as the stoga boot, but if properly used we warrant it thoroughly. It is a Chicago custom made boot, and for its weight there is nothing better. Sizes, 6 to 11; no half sizes. Weight 45 oz. Price per pair... \$3.50



River Boots.

No. 31165. Men's River Boot, made from the very best selection of oil grain stock, bottoms cut from first quality of oak tan sole leather, with extra heavy tap. The heels are low and broad, it is as near waterproof as it is possible to make a boot, and if you want a thoroughly reliable boot for little money, we would recommend this one. Sizes, Weight 45 oz. no half sizes, 6 to 11; Price, per pair \$3.95



The Famous.

No. 31166. This Boot is one which we have Made Specially for Our Own Trade, and a great many of our customers will have nothing else. It is made from the best California kip, medium weight, half double sole, medium toe and heel, and has absolutely solid counters and inner soles. This boot is made for hard wear, and we can recommend it as being first-class. Warranted. Sizes, 6 to 11. No half sizes. Weight 54 oz. Price per pair... \$2.98



Oil Grain Plow Boot.

No. 31170. This Men's Plow Boot is made from the best of Milwaukee oil grain stock, single or half double sole as desired, solid sole leather counters and inner soles. It is especially designed to give good hard wear, and is sold at a price which will meet the desired wants of a great many. Sizes, 6 to 12. No half sizes. Weight 48 oz. Price... per pair \$2.35

Special Value.

No. 31168. Men's Best Kip Boot, first quality front and back, half double sole, low flat heel, and we can assure our many patrons that it is the best value we have ever seen in a strictly custom boot. Chicago made and warranted. Sizes, 6 to 12; no half sizes. Weight 54 oz. Price per pair... \$3.40
 No. 31169. Men's Flesh Split Boot, made from best flesh split stock, half double sole, low broad heels, hand pegged and serviceable. Sizes, 6 to 11; no half sizes. Weight 54 oz. Price per pair, \$2.10

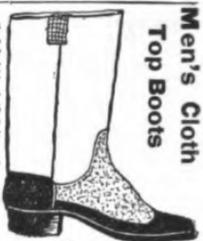


Sheep Lined Boots.

No. 31171. This Boot Has Been Out of the Market for Years, but on account of the many inquiries we have had for a boot of this description and knowing that it is a very warm and durable boot, we have had them made up especially for our own trade. It is made from the best Milwaukee oil grain leather, is thoroughly water-proof and lined throughout with the natural wool sheep-skin. A boot which takes the place of a felt, leather and rubber boot combined. Sizes, 6 to 11. Weight 57 oz. Per pair, \$3.40

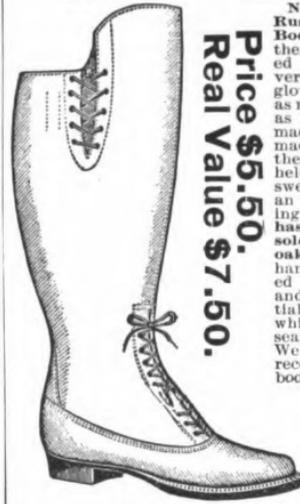


No. 31172. Made from the Best Beaver Cloth, felt insole, solid leather counter and foxing, long tip toe and equal to any boot sold at \$4.00 last season. We bought a large lot early and are enabled to sell them at an extremely low price. Sizes, 6 to 11. Per pair, \$2.35



Men's Cloth Top Boots

Russet Hunting Boot.



Price \$5.50. Real Value \$7.50.

No. 31173. This Russet Hunting Boot is made from the best russet oiled kip, which is very soft and glove-like and is as near waterproof as leather can be made. The boot is made to lace over the instep and is held up over the swell of the calf by an adjustable lacing at the top. It has half double soles cut from best oak tan stock, is handsomely stitched with red silk, and has a substantial back stay which protects the seams at the heel. We can thoroughly recommend this boot as the most handsome, most durable and most comfortable hunting boot we have ever sold. Order a pair and if they are not better value than you ever had, send them back and get your money. Every pair warranted. Sizes, 6 to 11. No half sizes. Price, per pair, \$5.50

better value than you ever had, send them back and get your money. Every pair warranted. Sizes, 6 to 11. No half sizes. Price, per pair, \$5.50

Felt Boots.

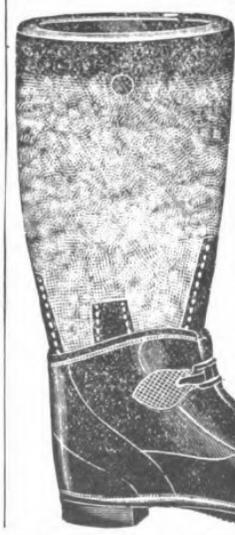


No. 31180. This Boot is Made from Fine Quality of All-Wool Felt, light color; has genuine calf front, back and side stays, and we guarantee it to be unequalled for the money. Sizes, 6 to 12. Per pair, \$0.85
 Per doz., 9.25
 net.... 9.25



Men's Medium Felt Boots.

No. 31181. These Boots are Made from Good Quality All-Wool



Felt, dark gray color, calf stays, and a boot which will give good service. Sizes, 6 to 12. Per pair, \$0.55
 Per doz., net... 6.00

Combination Felt and Rubbers.

No. 31186. This combination is composed of all wool felt boot, calf stays, splendid quality and the lumberman's rubber ankle boot of first quality. You can save considerable by buying them together. Remember this combination is first quality and guaranteed to give service. Sizes, 6 to 12; weight, 90 oz. Price per pair... \$1.98
 Per doz., net... \$23.50

OUR CLOTHING DEPARTMENT IS SUPERIOR TO THAT OF ANY OTHER CONCERN IN THE AMERICA. WE SELL BETTER GOODS AT LOWER PRICES THAN YOU CAN GET ANY WHERE ELSE. SAMPLES FREE.

Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940 Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-google

LADIES' COLORED SHOES.

WE HAVE THIS SEASON HAD ALL OF OUR LADIES' COLORED GOODS MADE ESPECIALLY TO OUR ORDER, and we propose to sell them to you at prices never before heard of. The demand for Tan Shoes was never so great as at the present time, and we realize the fact that by offering these SHOES AT AN EXTREMELY LOW PRICE we will gain many new customers for our shoe department, and after a trial order we feel sure you will always buy your shoes from us. We never before were in a position to sell

THOROUGHLY HIGH GRADE FOOTWEAR

AT SUCH EXTREMELY LOW PRICES. ORDER EARLY AND LEAD THE STYLE in your town. Money back on any pair not satisfactory. ALL SHOES SHIPPED C. O. D. SUBJECT TO EXAMINATION, upon receipt of 50 cents per each pair, as a guarantee of good faith. 3 PER CENT. CASH DISCOUNT if money is sent with the order.

LADIES' EXTRA FINE VICI KID LACE. COLORED PATENT LEATHER TRIMMED.



No. 3531 The accompanying cut is a very good representation of our best Ladies' Tan Shoe. It is made from the very finest selection of Vici kid, which is as soft as a glove, chocolate color, hand turn soles, new coin last with tan patent leather tip. The shoe has fancy colored patent leather heel foxing and lace stays, handsome inside top facing, and it is the very latest style out. We guarantee it to be equal to any colored shoe ever sold up to \$5.00, and to those who wish the very latest production in fine footwear, and a shoe that fits like a glove we recommend it. Sizes, 2½ to 7. Widths, AA, A, B, C, D and E. Weight, 16 ounces.

PRICE, PER PAIR \$3.50.

LADIES' TAN CLOTH TOP.



No. 3541 This shoe is made from a good grade of genuine Dongola, chocolate color, and with a fine tan cloth top; needle toe with tip, solid sole leather counter and insoles, good bottom stock, and is without a doubt the very best colored shoe we have ever seen at the price. Weight, 16 ounces. Sizes, 2½ to 8. Widths, D, E, and EE.

PER PAIR, \$1.65.

OUR PRICES

\$1.45, \$1.98, \$2.15,
and \$3.50....

GUARANTEE YOU A SAVING

.....OF.....
33 1/3 PER CENT TO **40** PER CENT.

LADIES' TAN VICI KID, CLOTH TOP.



No. 3539 This Shoe is made from a very fine selection of tan Vici kid, chocolate color, new coin toe, which is round and about the width of a half dollar, with fancy tip toe, genuine McKay sewed, very flexible and has the very best of oak tan bottom stock. It has a very fine tan cloth top, fancy kid lace stays and colored kid inside top facing. We have had this shoe made especially for our trade and to meet the demand for a colored shoe with cloth top, medium price and durable. We recommend it as being the very best, and most handsome tan shoe we have ever seen for the price. Sizes, 2½ to 8. Widths, C, D, E and EE. Weight, 18 oz.

PER PAIR, \$2.15.

No. 3539½ Same in spring heel. Misses' sizes. 12 to 2.

PER PAIR, \$1.75.

OUR SPECIALTY:
...FARGO'S...
FAMOUS BALL-BEARING BICYCLE SHOES.

LADIES' CHOCOLATE LACE.



No. 3535 The above cut represents a Ladies' Vici Kid Shoe, chocolate color, McKay sewed, flexible soles, long drawn out needle toe with tip, new scroll heel foxing, and as easy and durable as any hand turn shoe we have ever seen. The shoe has all the style of the \$4.00 and \$5.00 shoes and at the same time is very durable. Sizes, 2½ to 7. Widths, C, D, E and EE.

PER PAIR, \$1.98.

LADIES' TAN BUTTON.



No. 3543 Ladies' Button Shoe, made from a good chocolate color Dongola, all solid, needle toe with tip, new style heel foxing, and a shoe which we honestly believe will wear as well as any \$2.00 colored shoe ever sold. Weight, 16 ounces. Sizes, 2½ to 8. Widths, D, E and EE.

PER PAIR, \$1.45.

MEN'S AND BOYS' EXTRA HEAVY OVERS.



Made from pure gum, extra heavy, dull finish, medium high cut, net lined, first quality and a splendid rubber for good hard service.

No. 31340. Men's sizes, 6 to 12; weight, 25 oz. Per pair, 78c.
 No. 31341. Men's plain heavy Overs, good quality, same style as above. Regular toe only. Sizes, 6 to 13. Price, per pair, 68c.
 No. 31345. Boys' plain heavy Overs, first quality, regular toe only. Sizes, 1 to 5. Price, per pair, 56c.
 No. 31347. Boys' good quality plain heavy Overs. Sizes, 1 to 5. Price, per pair, 46c.

MEN'S AND WOMEN'S FOOHOLDS.



No. 31350. Men's improved Footholds, made from first quality of rubber, regular or Piccadilly toes. Sizes, 6 to 11. Price, per pair, 55c.
 No. 31352. Women's improved Footholds, first quality, regular and Piccadilly toes, extra light weight, net lined, and just the thing for fine wear. Price, per pair, 34c.

LADIES' AND MISSES' STORM RUBBERS.



No. 31354. Ladies' and Misses' light Storm Rubbers, first quality, cut high in front and back, and afford good protection for the ankles. Come in regular, opera, Piccadilly, and needle toes. Sizes, 2 1/2 to 8; width, S, M and F; weight, 10 oz. Price, per pair, 48c.

No. 31355. Ladies' good quality Storm Rubbers, same style as one preceding, regular, opera and Piccadilly toes. Sizes, 2 1/2 to 8; width, M and F; weight, 10 oz. Price, per pair, 42c.
 No. 31356. Misses' first quality Storm Rubbers, spring heel. Sizes, 11 to 2; regular and opera toes. Price, per pair, 38c.
 No. 31360. Women's first quality Croquet Sandals, made in regular, opera, Piccadilly and needle toes, net lined and very dressy. Sizes, 2 1/2 to 8; width, S, M and F. Price, per pair, 44c.
 No. 31361. Women's good quality plain Croquet Sandals, light weight, net lined, comes in regular, opera, and Piccadilly toes. Sizes, 2 1/2 to 8; width, M and F. Price, per pair, 35c.



No. 31362. Misses' spring heel plain Croquet Sandals, first quality, light weight, net lined, regular, opera or Piccadilly toes. Sizes, 11 to 2. Price, per pair, 30c.
 No. 31363. Misses' good quality Croquet Sandals, regular or opera toes. Sizes, 11 to 2. Price, per pair, 26c.
 No. 31365. Children's good quality plain Croquet Sandals, light weight, spring heel, regular or opera toes. Sizes, 5 to 10 1/2. Price, per pair, 22c.

LADIES' CROQUET ALASKA.

No. 31368. Made from first quality rubber, extra fine and light weight, fine cloth top, wool fleece lined, and an excellent shoe, either for dress or every-day wear. We have both wide, medium and needle toes. Sizes, 2 1/2 to 8, weight, 12 oz. Per pair, 73c.

Same in Misses', spring heel. Sizes, 11 to 2. Price, per pair, 55c.
 No. 31369. Ladies' good quality Croquet Alaska, cloth top, wool fleece lined, regular and opera toes. Sizes, 2 1/2 to 8. Price, per pair, 65c.

RUBBER BOOTS.

In ordering rubber boots be sure to state whether wool or net lining is wanted. We always send cotton lining unless otherwise ordered.

IMPROVED EXTRA LIGHT VACATION BOOT.

No. 31440. This boot is a favorite among sportsmen, from the fact that it can be rolled up closely and takes up little room in a satchel. It is made extra light, weighing only a little over three pounds; net lined, first quality, thigh leg, and is a cool summer boot. Sizes, 6 to 10. Price, per pair, \$3.55.



MEN'S, BOYS' AND YOUTHS' PEBBLE LEG SHORT BOOTS.



No. 31380. Men's first quality pebble leg short rubber boots, bright finish, handsome 16 inch pebble leg, very light and neat fitting, wool net lined, and will give good service. Nothing better. Sizes, 6 to 11; F. or W. Per pair, \$2.60.
 No. 31381. Men's good quality pebble leg boots, same style as above. Sizes, 6 to 11. Per pair, \$2.35.
 No. 31382. Boys' pebble leg boots, first quality. Sizes, 1 to 5. Per pair, \$2.15.
 No. 31383. Boys' same as above, good quality. Per pair, \$1.95.
 No. 31384. Youths' pebble leg rubber boots, first quality. Sizes, 10 to 13 1/2. Price per pair, \$1.55.
 No. 31385. Youths', same, good quality. Sizes, 10 to 13 1/2. Price per pair, \$1.40.

THE OLD RELIABLE SNAC PROOF BOOTS.



No. 31388. The accompanying cut represents the old reliable snac proof rubber boot which we have handled ever since we opened our shoe department, except for the spring season, which has just past. We were led to believe that the boot we quoted would give better service than this one. After giving the new boot a fair trial we are thoroughly convinced that there is no rubber boot made which will give as much wear as the old reliable. Made from heavy imported snac proof duck, covered with the very best of rubber, thoroughly waterproof, with heavy sole and tap, heavy rolled edge, which protects the uppers to a great extent, and altogether makes a boot which cannot be excelled. Every pair is warranted for a fair and reasonable amount of service and also warranted not to crack or snag. Sizes, 6 to 12, Short boot, \$3.50. Hip boot, \$4.50.

SPECIAL COMBINATION.

No. 31389. Men's felt boot and perfection combination. Consists of a good felt boot, and Lumberman's one buckle perfection of second quality. We do not claim this to be a first quality combination, but we do claim it to be equal to many combinations which are sold and claimed to be first quality. It will give good service. Sizes, 6 to 12. Price per pair, net, \$1.85. Price, per doz. pairs, net, \$21.00.



MEN'S HIP BOOTS.

No. 31390. Men's hip leg Boots, made from pure gum, first quality only, wool or net lined. Every one knows how a pure gum boot will wear. Sizes, 6 to 12. Per pair, \$4.50.

No. 31392. Men's dull finish hip Boots, first quality, wool or net lined, and a good serviceable boot. Sizes, 6 to 12. Per pair, \$3.83.

No. 31393. Men's dull finish hip Boots, good quality, wool or net lined. Sizes, 6 to 12. Per pair, \$3.40.

No. 31394. Men's dull finish rubber Boots, thigh leg, wool or net lined, first quality. Sizes 6 to 12. Weight, 90 ounces. Per pair, \$3.83.

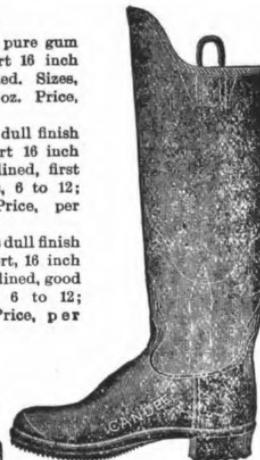
No. 31395. Men's dull finish rubber boots, thigh leg, wool or net lined, good quality. Sizes, 6 to 12. Weight, 90 ounces. Per pair, \$3.40.

No. 31400. Men's pure gum rubber boots, short 16 inch leg, wool or net lined. Sizes, 6 to 13; weight, 81 oz. Price, per pair, \$3.25.

No. 31402. Men's dull finish rubber boots, short 16 inch leg, wool or net lined, first quality. Sizes, 6 to 12; weight, 81 oz. Price, per pair, \$2.55.

No. 31403. Men's dull finish rubber boots, short, 16 inch leg, wool or net lined, good quality. Sizes, 6 to 12; weight, 81 oz. Price, per pair, \$2.30.

BOYS' RUBBER BOOTS.

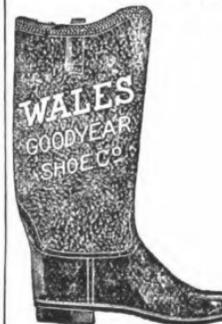


No. 31406. Boys' dull finish rubber boots, short 16 inch leg, wool or net lined, first quality. Sizes, 1 to 6; weight, 58 oz. Price, per pair, \$2.15.

No. 31407. Boys' dull finish rubber boots, short leg, wool or net lined, good quality. Sizes, 1 to 5; weight, 58 oz. Price, per pair, \$1.90.

No. 31409. Youths' dull finish rubber boots, short leg, wool or net lined, good quality. Sizes, 10 to 13; weight, 50 oz. Price, per pair, \$1.45.

LADIES', MISSES' AND CHILD'S PEBBLE LEG BOOTS.



No. 31412. Women's first quality rubber boots, bright finish, flecco lined, pebble leg, will fit well and give good wear. Sizes 2 1/2 to 8. Price, per pair, \$1.55.

No. 31413. Woman's good quality, same as above. Sizes, 2 1/2 to 8. Price, per pair, \$1.40.

No. 31415. Misses' good quality, pebble leg boot, bright finish. Sizes, 11 to 2. Price, per pair, \$1.15.

No. 31417. Child's good quality rubber boot, same style as one preceding. Sizes, 6 to 10. Price, per pair, \$1.05.

RUBBER PAC ROLLED EDGE.



No. 31420. This Lumberman's over is made from first quality rubber, dull finish, extra high cut lnce, and is snow excluding to the top. Made with heavy rolled edge (see cut), and will give the best of wear. Width, F only for German socks. Sizes, 6 to 12. Price, per pair, \$1.95.

MEN'S RUSSIA CALF AND COLORED VICI KID SHOES... LATEST STYLES—LATEST COLORS.

WEAR THE LATEST and keep up with the procession. ORDER NOW and lead the fashion for your neighborhood. OUR HARD CASH line of Colored Shoes are the top notch of fine shoemaking.

THEY FIT LIKE A GLOVE AND WEAR LIKE IRON.

THEY ARE GUARANTEED to be equal in every respect to any Colored Shoe ever sold for \$5.00—strong assertion, but we are here

MEN'S VICI KID HAND SEWED LACE.



COLORED FEEL EZY.

No. 3574. Men's Hard Cash Lace. best vici kid, dark chocolate color, hand sewed. Made with plain toe of medium width, medium heel, desirable for tender feet. Fast color eyelets and fancy colored inside top facing. You never saw its equal under \$5.00. Sizes, 6 to 11; widths, D, E and EE.

SPECIAL PRICE, PER PAIR, \$2.98.

MEN'S RUSSIA CALF LEADER.



NEW COIN LAST.

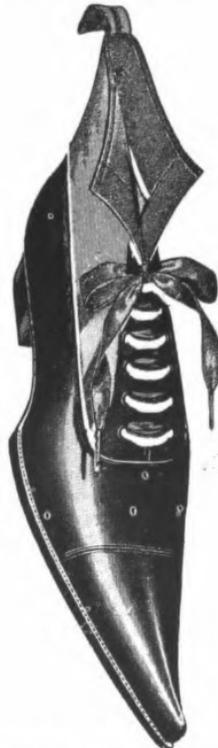
No. 3575. Made from a good grade of Russia calf, dark wine color, McKay sewed, New Coin Last with long perforated tip. The last is exactly like our Hard Cash line and we can honestly recommend the shoe as the best ever seen for the price. Sizes, 6 to 11; widths, D, E and EE. Weight, 32 ounces.

SPECIAL PRICE, PER PAIR, \$1.98.

to make it good. Order a pair and see them talk for themselves. Every pair made especially for us, after our own designs, and under our personal supervision. We know what's in them—you will, if you wear a pair. Money back, together with express charges, if they are not exactly as represented in every way. Below we show exact colors and styles as reproduced from the shoes by our artist.

MEN'S OX BLOOD LACE.

Chocolate Cloth Top—Hand Sewed
—Needle Toe.



No. 3576. This Shoe is one we have made after our own peculiar style and we consider it one of the neatest colored shoes out this season. Made from the very finest Russia Calf; the new Ox Blood (dark wine) color, long drawn out Needle Toe with corded imitation tip. The tops are made from a very fine Chocolate colored cloth which, together with the wine colored vamps, produces a striking contrast. The shoe is strictly hand sewed, has fast color eyelets, fancy colored top facing, and we recommend it as being first class in every particular. The height of fashion and very durable. Sizes, 5 to 11; widths: B, C, D, E and EE.

PRICE, PER PAIR, \$2.98.

Men's Ox Blood Calf Lace—Hand Sewed.



NEW COIN LAST.

No. 3577. Men's Hard Cash Lace. best Russia Calf, latest Ox Blood (dark wine) color, strictly hand sewed, agatine eyelets, fancy colored calf top facing, soles cut from best oak tan sole leather and finished in black which together with the wine uppers makes one of the handsomest shoes we have ever seen. This shoe retails at \$5 everywhere. Sizes from 5 to 11; widths, B, C, D, E and EE.

SPECIAL PRICE, PER PAIR, \$2.98.

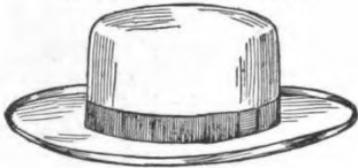
MEN'S VICI KID LACE—HAND SEWED.



No. 3585. Men's Chocolate Vici Kid Shoe, best selection of stock and latest Coin Toe Last, fancy stitched tip, strictly hand made, kid inside top facing, fast color eyelets, bottoms cut from the best California oak sole leather. If you wish a shoe thoroughly up-to-date, soft and durable, order this one. Sizes, 5 to 11; widths, A, B, C, D, E and EE. Weight, 32 ounces.

SPECIAL PRICE, PER PAIR, \$2.98.

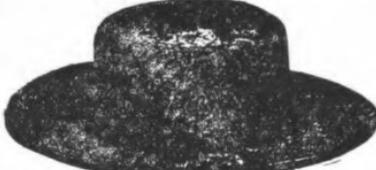
Men's Planter Hats.



No. 2652

No. 2652 Men's Wide Brim Plain Black Wool Planter Hats. Made from fine quality Saxony, soft and smooth. Sizes 6 3/4 to 7 1/4. Price, each.....\$0.75
No. 2653 Men's Wide Brim Planter Hats. Same as above in drab color. Each.....\$0.75
No. 2654 Men's Best Quality Saxony Wool Planter Hats. Wide brim with ribbon band and binding. Guaranteed to give good service. Color, black. Price, each.....\$0.95
No. 2655 Planter Hats. Same as above in drab. Price, each.....\$0.95

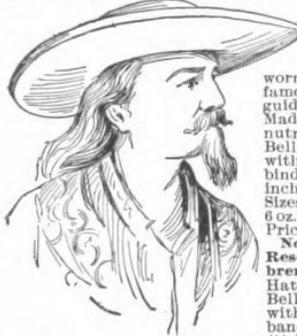
Ranch Hats.



No. 2656 Men's Wide Brim Wool Ranch Hats. Cord band and leather sweatband. Nutria or tan color. Sizes, 6 3/4 to 7 1/4. Each.....\$0.50
No. 2657 Ranch Hats. Made of fine Saxony wool, with fancy cord band and leather sweat band, warranted to give good solid service. Sizes, 6 3/4 to 7 1/4. Nicely made and trimmed. A real bargain. Colors, light nutria or tan. Price, each.....\$1.00

Cow Boy's Sombreros.

We have a Most Excellent Line of Cow Boy Hats and Sombreros. They are made from the very best materials; all hand finished with the very best quality of trimmings, and warranted to give perfect satisfaction. Every hat has been made with the strict understanding that it must give real and lasting satisfaction to the wearer. We quote only the standard shapes, but can at any time have special hats or special sizes made to order. **Special Attention** however is directed to the fact that it requires about three weeks to have a special hat made to order. If you desire to have a special hat made to order always write to us first describing fully the kind of hat wanted, being sure to state size, color, width of brim, height of crown, etc. **The following Hats are made in sizes 6 3/4, 6 7/8, 7, 7 1/8, 7 1/4, 7 1/2, 7 3/4.** Other sizes would have to be made specially to order and cost from 75 cents to \$1.50 extra.



No. 2658 The World famous J. E. Stetson Sombrero Hat, worn by the most famous scout and guide in the world. Made from finest nutria fur stock. Belly nutria color with silk band and binding. Crown 4 1/2 inch; brim 4 inch. Sizes 6 3/4-7 1/4; weight 6 oz. Price each.....\$5.00
No. 2660 The Reservation Sombrero, or Cow Boy's Hat; clear fur stock. Belly nutria color, with silk ribbon band and binding; 4 1/2-inch crown; 4-inch brim; weight 7 oz.; soft smooth finish; will hold its shape and give good wear. Sizes 6 3/4 to 7 1/4. Always state size desired. Price each.....\$3.00

inch brim; fancy satin lining; heavy leather sweat band; weight 7 oz.; soft smooth finish; will hold its shape and give good wear. Sizes 6 3/4 to 7 1/4. Always state size desired. Price each.....\$3.00

No. 2661 The Pine Ridge Sombrero, or Cow Boy's Hat. Clear Fur Stock. Belly nutria color, with silk ribbon band; 4 1/2-inch crown, and 4 inch flat stiff knife blade brim; raw edge, improved leather sweatband. One of the best wearing cow boy hats made. The never flop stiff brim is a special feature, and is very popular. Sizes 6 3/4 to 7 1/4; weight 6 oz. Price, ea.....\$3.00

BE SURE TO BE VERY EXACT IN ORDERING GOODS. GIVE NAME OF ARTICLES, CATALOGUE NUMBERS, AND DON'T FORGET SIZES, WEIGHTS, COLORS, ETC., WHEREVER NECESSARY.

No. 2663 Boss of the Plains, Cow Boy's Sombrero. Made from pure Belgian nutria fur; 4 1/2-inch crown; 4-inch brim, with raw edge; 1 inch silk ribbon band; fancy satin lining; weight 8 oz.; sizes 6 3/4 to 7 1/4. Belly nutria color. Price, each.....\$3.25
No. 2664 Cow Puncher's Sombrero, clear fur stock; 4 1/2-inch crown; 4-inch brim, with raw edge; silk ribbon band and heavy satin lining; weight 6 oz.; sizes 6 3/4 to 7 1/4. An excellent hat in every respect. Belly nutria color. Always state size desired. Price, each.....\$2.85



No. 2665 Pride of the Platte. A fine soft fur sombrero hat with 4-inch crown and 3 1/2-inch brim with raw edge, and fine 1-inch silk ribbon band. Very popular with cow boys, herdsmen, hunters, vaqueros and planters. Belly nutria color. Sizes 6 3/4 to 7 1/4. Price each.....\$2.75

WRITE TO US

Concerning anything you do not understand regarding COW BOY HATS. We can supply you with any kind of hat in the market at prices that are lower than any other concern on earth.

The Cattle King, \$2.50

No. 2667 The Cattle King, cow boy's sombrero. Clear nutria fur stock. Belly nutria color. 4 1/2-inch crown; 4-inch brim, with raw edge. Fine soft finish. One inch silk ribbon band. Sizes 6 3/4 to 7 1/4. One of our specially good things. Guaranteed to give satisfaction. Weight 6 oz. Price, each.....\$2.50
No. 2668 The Cattle King Sombrero. Same as above, with silk band and binding; weight 6 oz.; sizes 6 3/4 to 7 1/4. Belly nutria color. Price, each.....\$2.75



Buckskin Felt Sombreros.



Nos. 2669-2670.
No. 2669 Cow Boy's Buckskin Felt Sombreros. 4 1/2-inch crown; 4-inch brim, and 1 1/2-inch leather band. Belly nutria or buckskin color. Raw edge and fine leather sweat band. Sizes 6 3/4 to 7 1/4. Weight 8 oz. Price, each.....\$2.25
No. 2670 Cow Boy's Extra Fine Heavy Weight Saxony Wool Sombreros, with 4 1/2-inch crown and 4-inch brim, with wide single buckle embossed leather band and leather binding. The leather band on this hat is a handsome and desirable feature; it is embossed in beautiful floral and novelty patterns in variegated colors; very attractive and handsome. Sizes 6 3/4 to 7 1/4 only. Color belly nutria or light calfskin. Price, each.....\$1.69

The Mustang Hat.

No. 2672 The Mustang, Cow Boy's Buckskin Felt Sombrero. 4 1/2 inch crown, 4 inch brim and 2 inch embossed double leather band and leather binding, and fancy satin lining. Sizes, 6 3/4 to 7 1/4. Color, calfskin or buckskin. Weight, 8 oz. Always state size desired. Price, each.....\$3.00
IMPORTANT.—Always mention size and Catalogue number when ordering hats of any kind.



No. 2674 The Vaquero. An ideal sombrero. Made from clear nutria fur. Belly nutria color. 4 1/2 inch crown, and 3 1/2 inch flat air splitting brim. Improved leather sweat band and raw edge. Made without lining and with one-inch, silk ribbon band. Silk, elastic cord and eyelet, which can be attached to the coat, thus avoiding trouble and "cuss words" in case the hat should blow off. Sizes, 6 3/4 to 7 1/4. Weight, 6 oz. Price, each.....\$3.00

No. 2675 Texan Chief, Cow Boy's High Crown Mexican Style Sombrero Hat, five-inch brim and 6 1/4 inch crown; fine leather sweat band and handsome satin lining. One-inch silk ribbon band and flat. Never-flop brim with raw edge. One of the very best as well as the most popular Sombreros ever made. Sizes, 6 3/4 to 7 1/4. Color belly nutria. Made from best quality clear Nutria fur. Full of real goodness and will give excellent satisfaction. Price, each.....\$5.25



An Old Favorite. Hand Made. Kettle Finish.



No. 2676 This hat is an old favorite. It has that fine soft velvety finish found only in hats of the finest grade, made from clear nutria fur, with 6 1/2 inch crown and 3 1/2 inch raw edge brim. Narrow silk ribbon band and fine leather sweat band. Made in Belly Nutria or dark cream color. Sizes 6 3/4 to 7 1/4. Price, each.....\$2.75

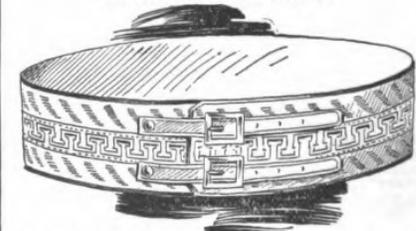
No. 2677 Same hat as above, but made in jet black. Warranted to wear and prove satisfactory in every respect. Price, each.....\$2.75

The Sportsman's Hat.



An entirely new hat and one that is largely used by wheelmen, tourists, hunters, horsemen, and for general wear. Its popularity is unquestioned. It is comfortable, dependable and dresy.
No. 2678 Sportsman's Soft Felt Hat made from clear Nutria stock, 6-inch crown, 3-inch brim with raw edge. Improved leather sweat band. One inch silk ribbon band. Handsome fawn brown color. Sizes 6 3/4 to 7 1/4. Light, soft and comfortable. Price, each.....\$1.50
No. 2679 Sportsman's Hat, same as above, but made in drab color. Sizes 6 3/4 to 7 1/4. Always state size wanted. Price, each.....\$1.50

Leather Hat Bands.



No. 2680 Cow Boy's 2-inch all leather hat bands, Embossed russet leather, with double straps and two small buckles, will fit any hat. Each.....\$0.39
No. 2681 Russet Leather Embossed Hat Bands, 1 1/2 inches wide, with single strap and buckle. All solid leather oak tanned. Price, each.....\$0.25

Imported Silver Tinsel Stars.



For Decorating Cow Boys' Hats, Gloves, Etc.
No. 2682 Extra Fine Quality Imported Silver Stars. Largely used for decorating sombreros, gauntlet gloves, masquerade costumes, etc., etc. We import these stars direct and guarantee the quality to be first-class in every respect. Per do.....\$0.70 Per gross.....\$7.50

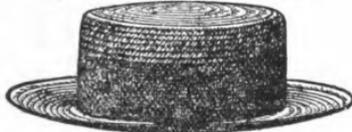
MEN'S STRAW HATS.

Sizes 6½, 6¾, 7, 7¼, 7½ and 7¾ Only.

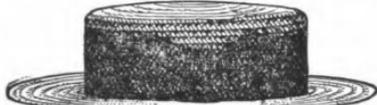
We Positively cannot furnish sizes larger than 7¾ in straw hats. They are not manufactured.

ORDER STRAW HATS EARLY. The season for this class of goods is short. We cannot guarantee to fill orders for straw hats later than Sept. 1st.

Canton Straws, 25c.

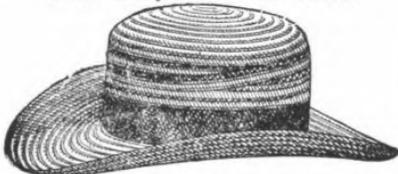


No. 2690 Men's Medium Shape White Canton Straw Hats, with wide ribbon band, soft braided straw; sizes 6¾ to 7¾ only. Price each.....\$0.25
 No. 2691 Men's Extra Quality Fine Braided White Canton Straw Hats, medium shape brim and crown, wide ribbon band. Special price each..\$0.45



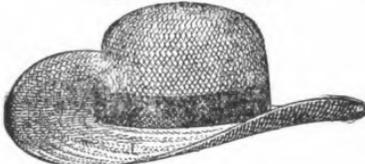
No. 2692 Young Men's Extra Quality White Braided Straw Hats, with flat brim and wide ribbon band; very popular, nobby shape. Sizes 6¾ to 7¾. Price each.....\$0.50
 No. 2693 Young Men's Finest Quality White Braided Straw Hats, same style and shape as above; sizes 6¾ to 7¾. Price each.....\$0.75

Full Shape Canton Hats.



No. 2694 Men's Braided Canton Straw Hats. Full shape with roll brim and ribbon band; ventilated crown; sizes 6¾ to 7¾. Each.....\$0.21

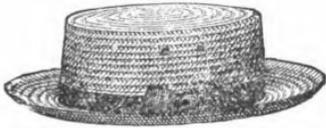
Harvest Hats.



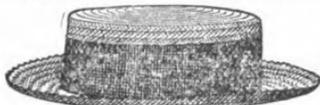
No. 2695 Men's Full Shape India Panama Harvest Hats, 3-inch brim. Also a very desirable hat for fishing and rusticking. Price each.....\$0.05 Per dozen.....\$0.50

Boys' Straw Hats.

Sizes 6½ to 7 Only.



No. 2696 Boy's Medium Shape Braided Straw Hats, with ribbon band; good standard quality. Price each.....\$0.25
 No. 2697 Boys' Extra Quality White Braided Canton Straw Hats, medium shape with black ribbon band; sizes 6½ to 7. Price each.....\$0.45



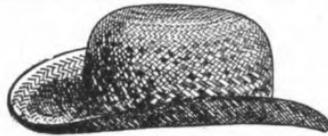
No. 2698 Boys' Fine White Braided Straw Sailor Hats, with wide ribbon band; very nobby; sizes 6½ to 7. Price each.....\$0.47

Suit a Perfect Fit.

BENAN, IOWA.

SEARS, ROEBUCK & Co., Chicago.

GENTLEMEN:—I received the suit of clothes O. K. A perfect fit and a much better suit than I expected to get. Thanks. Yours respectfully, T. J. BUTRICK.



No. 2699 Boys' Indian Panama Hats, with curl brim; cheap and durable; extra good value. Price each.....\$0.05 Per dozen.....\$0.50

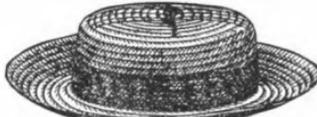
Children's Straw Hats.

Sizes 6 to 6¾ Only.

Made expressly for little children and not made in large boys' sizes.



No. 2700 Children's White or Mixed Braided Straw Turban Hats, with ribbon band; very nobby and extra quality. Price each.....\$0.24
 No. 2701 Children's Fancy Braided Straw Turban Hats, white, brown or fancy mixtures; ribbon band and bow. Price each.....\$0.37



No. 2702 Children's Extra Fine White Braided Straw Hats, with fancy colored satin ribbon bands; one of the noblest made; sizes 6 to 6¾. Price each.....\$0.50



Boys' Hats.

Sizes 6½, 6¾, 6¾, 6¾ and 7. Always state size desired.

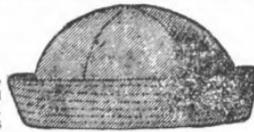
No. 2705 Boys' School Hats, made from staple wool felt. Turban style, with neat band and leather sweat band. Sizes 6½ to 7. Black only. Price, each.....\$0.25



No. 2706 Boys' Youths fine Saxony wool Hats, medium shape crown and brim. Colors, black, blue or brown. Always state size and color wanted. These hats will give excellent service. They are fine in finish and very durable. Made with ribbon band and leather sweat band. Price, each.....\$0.45

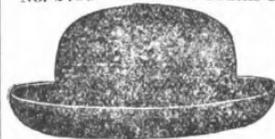
OUR SCHOOL SPECIAL.

No. 2708 The best Boys' School Hat ever made. We have these hats made up from fine navy blue wool worsted suitings. Made in turban style with heavily stitched brim and 6 piece top. Sizes 6½ to 7. Price, each.....\$0.47



Boys' Crushers.

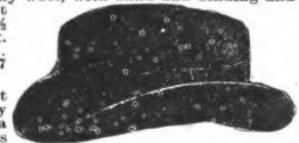
No. 2709 Boys' and Youths Fine Saxony Wool Crushers. Curling brim and round crown. Made from extra selected stock. Colors, black, blue or brown. Finely made and finished. Leathersweat band and raw edge. Price, each.....\$0.50



Always state size and color desired.
 No. 2710 Boys' and Youths Fine Soft Fur Felt Crushers. Raw edge, with curling brim and round crown. Fine soft finish, narrow ribbon band and fine leather sweat band. Sizes 6½ to 7 only. Colors, black, brown or blue. Price, each.....\$0.75

Boys' Fedora Hats.

No. 2711 Boys' latest style Fedora Hats. Made from fine Saxony wool, with band and binding and leather sweat band. Sizes 6½ to 7. Color black. Price, each.....\$0.47



No. 2712 Boys' latest style Saxony Wool Fedora Hats. Same as above, in dark brown. Price, each.....\$0.47
 No. 2713 Boys' handsome Clear Fur Felt Fedora Hats. Wide silk ribbon band and binding. Latest and noblest style. Sizes 6½ to 7. Color black. Price, each.....\$0.95
 No. 2714 Boys' Clear Fur Felt Fedora Hats. Same as above, in dark brown. Price, each.....\$0.95
 No. 2715 The handsomest Boys' Hat made. Very latest Fedora style, with heavy satin lining, wide silk ribbon band and binding and fine leather sweat band. Soft and fine and very dressy. Sizes 6½ to 7 only. Color black. Made from finest fur felt. Price, each.....\$1.25
 No. 2716 Same hat as above, made in a beautiful shade of seal or golden brown. Price, each.....\$1.25

THE SIZE OF A HAT is very important, therefore when you make out your order don't forget to state just what size you want. We can then fill your order promptly and to your entire satisfaction.

Men's Spring and Summer Caps.

"He that hath no head needs no Cap." But he that hath a wise head will readily appreciate the wonderful values we are offering this season in this line of goods. Every Cap we quote is exactly as we represent it. Order the Cap you wish by catalogue number, always being sure to state size wanted and we will guarantee to fill your order correctly and give you such satisfaction as you have never had before. Always mention size wanted.

MEN'S SIZES 6¾, 6¾, 7, 7¼, 7½, 7¾ and 7¾.



Men's Fancy Golf Caps at 21c.

No. 2718 Men's Fancy Mixed Cassimere Golf Caps, extra well made and nicely lined; assorted dark and medium colors. This is positively a great bargain and one that we know will be appreciated by every person securing one of these caps. We have them made in all sizes from 6¾ to 7¾. Price each.....\$0.21 Per dozen..... 2.35

At 25c.-The Fourth Part of a Dollar.

No. 2719 One of our specially good values. Men's Navy Blue Broadcloth Golf Caps. Six piece top; extra well made and nicely lined. Sizes 6¾ to 7¾. Price each.....\$0.25 Per dozen..... 2.70
 No. 2720 Men's Navy Blue Fine Ribbed Corduroy Golf Caps. Six piece top, well made and lined throughout. Very popular for summer wear. Sizes 6¾ to 7¾. Price each.....\$0.25 Per dozen..... 2.70
 No. 2721 Men's Corduroy Golf Caps; same as above in beautiful drab shade. Price each.....\$0.25 Per dozen.....2.70
 No. 2722 Men's Handsome Golden Brown Corduroy Golf Caps; same style and quality as above. Sizes 6¾ to 7¾. Price each.....\$0.25 Per dozen..... 2.70

Fancy Corduroy Caps.

No. 2724 Men's fancy mixed corduroy golf caps. Extra fine quality, with leather sweat bands and beautiful silk lining. Dark blue with an artistic silver fawn mixture of small specks, forming a truly beautiful combination. Sizes 6¾ to 7¾. Price, each.....\$0.45
 No. 2725 Men's fancy mixed corduroy golf caps, same as above, in handsome golden brown mixtures. Price, each.....\$0.45



\$0.48 for a Satin Lined Golf Cap.
 No. 2726 Men's Extra Quality all wool gray mixture cheviot golf caps. Six piece top and hook down front. Fine leather sweat band. All neat dressy patterns. Sizes 6¾ to 7¾. Price, each.....\$0.48
 No. 2727 Same Cap as above in handsome brown mixed all wool cassimers. Full satin lined. Price, each.....\$0.48

IT ISN'T BECAUSE WE HAVE NOT TRIED, IF WE DO NOT PLEASE YOU BEYOND YOUR EXPECTATIONS. IF ANY MISTAKE SHOULD OCCUR IN YOUR ORDER, WE ARE AS ANXIOUS TO REMEDY IT AS YOU ARE. WRITE US.

PLOWS.

We are headquarters for everything in the line of plows. We have spared no pains in selecting a line of goods that we can guarantee in every respect, plows that are suitable to all sections of the country and for all purposes. Our line of riding and walking plows is for quality, durability, draught and all requirements second to none. Our plows are made for us under contract by several of the largest and most reliable makers in the country, concerns who have devoted their life's work to the manufacture of this class of goods and are turning out the highest grade of work that can be produced. Our line of riding and walking plows for the western prairies is, we believe, without exception the best on the market. There is nothing superior to our prairie breaking plows, if indeed there is anything on the market that will equal them. Our Texas and southern style plows are designed and made especially for that territory, and guaranteed to scour in any soil. Every plow we sell is fully guaranteed for two years. We issue a binding guaranty with every plow, by the terms and conditions of which if it fails to scour and is not found exactly as represented, or if any piece or part gives out by reason of defect in material or workmanship within two years, we will replace it free of charge. Do not pay your local dealer long retail prices for a plow when we can save you 33 1/3 to 50 per cent. We can sell you a plow for as little or less money than your local dealer can buy in quantities.

Our \$4.75 Cotton King Plow.



This Cotton King plow is made with new shape boards, adopted after a thorough investigation of the requirements of a plow for the blacklands of Texas and the south.

- No. 18120. 7 inch cut, weight 54 lbs., wood beam.. \$4.75
- Steel beam, weight 73 lbs..... 6.25
- No. 18121. 8 inch cut, weight 62 lbs., wood beam.. 5.50
- Steel beam, weight 80 lbs..... 7.15
- No. 18122. 9 inch cut, weight 79 lbs., wood beam.. 6.25
- Steel beam, weight 94 lbs..... 8.00
- No. 18123. 10 inch cut, weight 82 lbs., wood beam.. 7.15
- Steel beam, weight 97 lbs..... 8.54
- No. 18124. 12 inch cut, wood beam, weight 109 lbs.. \$9.52
- Steel beam, weight 110 lbs..... \$11.75

Our \$9.75 Walking Plow.



We believe we offer the best steel beam walking plow on the market. It is a plow that we guarantee to scour in any soil. It is especially adapted to the prairies of Kansas and Nebraska, Minnesota and the Dakotas, but is used in every state.

We illustrate this plow with rolling coupler, but the prices quoted are without coupler. We will furnish 13 inch rolling cast couplers at \$2.00 extra when desired. This plow is made with a very heavy solid steel point and extra wide shares, warranted to scour in any soil—to scour where all others fail. Remember we guarantee to use a one-half inch wider share than any other manufacturer.

These are our double board plows, made from a solid wedge-shaped piece of steel which is as thick again at the front or wearing side as it is at the rear, extending with a true taper throughout in thickness to the wing of the moldboards. This is by far the most durable and economical method. The plow will wear just twice as long, and the moldboard can be tempered more uniformly throughout.

- No. 18125. 12-inch plow, weight 90 lbs..... \$ 9.75
- No. 18126. 14-inch plow, weight 100 lbs..... 9.95
- No. 18127. 16-inch plow, weight 110 lbs..... 12.50

Double Moldboard Plow.



- No. 18128. Price for 12-inch Plow..... \$10.00
- No. 18129. Price for 14-inch Plow..... 10.25
- No. 18130. Price for 16-inch Plow..... 12.75

We show this Plow with rolling coupler attached, but the prices quoted are for the plow without the rolling coupler, which we will furnish at \$2.00 extra. This is our double moldboard and bent standard plow. The advantages of the bent standard are apparent to any one. We warrant the double moldboard to wear twice as long as the ordinary single shin, or the welded double shin made by other manufacturers. It is well understood by all practical farmers that a patch welded on the shin of a plow is an actual damage to the board. Any farmer that will examine our double moldboard plow will be convinced that it will wear twice as long as any of the other styles. It is the cheapest plow on the market; has a double thickness of steel on the face of the boards. In the illustration we show our new patent cutter and cutter hub. Other cutters attach to the round part of the beam, and so far forward that they do not do good work, and lift the plow out of the ground. Our cutters are attached to the square part of the beam, and nearly over the cutter blade; have a perfect crank adjustment, and made for either wood or steel beam plows. Price of cutter, \$2.00. Figure No. 1 shows

sectional view of plow; Fig. No. 2 shows sectional view of plow, with patched or welded shin; Fig. No. 3 shows sectional view of plow, without double moldboard; Fig. No. 4 shows our cutter hub proper, that can not break, and never wears out; Fig. No. 5 is the hub center, or thimble, that works in the hub; Fig. No. 6 is the steel pin, on which the thimble turns, and if kept well oiled it will last for years. The thimble and pin are the only parts that can wear out, and are cheap and easily replaced. The new hub can be put on any of our old cutters without trouble, as well as on most other kinds in the market.

Our \$3.95 Wood Beam Plows.



The above prices are the net cash with order prices for these plows delivered on board the cars at Alton, Ill., from which point you must pay the freight. The prices quoted are net cash. There is no discount to any one under any circumstances. These plows are designed to scour in all kinds of soil, they are made by a manufacturer whose reputation for the manufacture of strictly high grade plows is second to none, and they are guaranteed in every respect. There is nothing better on the market at any price. Made with curved standard, best land side, bar or slip share as desired, right or left hand, as desired, very finest hardened board.

- No. 18131. Single board, 6 inch cut, corn plow, weight, 42 lbs., price..... \$3.95
- No. 18132. Single board, 7 inch cut, corn plow, weight, 45 lbs., price..... \$4.10
- No. 18133. Single board, 8 inch cut, corn plow, weight, 45 lbs., price..... \$5.25
- No. 18134. Single board, 10 inch cut, corn plow, weight, 65 lbs., price..... \$6.10
- No. 18135. Single board, 11 inch cut, corn plow, weight, 70 lbs., price..... \$6.40
- No. 18136. Single board, 12 inch cut, corn plow, weight, 70 lbs., price..... \$6.75

We invite a close comparison of the above prices with those of any other concern. If you do not conclude we can save you money we will not ask you to place your order in our hands.

Our \$7.75 Brush Plow.



We offer the best brush plow made at from \$7.95 to \$10.40, according to size.

- No. 18137. 10-in. with Quincy cutter and iron strap \$7.95
- No. 18138. 11-in. with Quincy cutter and iron strap \$8.50
- No. 18139. 12-in. with Quincy cutter and iron strap \$8.95
- No. 18140. 14-inch with Quincy cutter and iron strap..... \$10.40

The above illustration engraved from a photograph will give you some idea of the appearance of this, the best brush plow on the market. It comes complete with cutter and iron strap under beam. This plow is intended for new and brushy land, where there are stumps and roots. It is very strong and does its work perfectly in all kinds of land. It is also generally used for a road plow, and as such gives universal satisfaction. Weight, 80, 85, 90 and 100 lbs., according to size.

Our \$7.00 Stubble Plows.



We believe these are the best all purpose stubble plows on the market, and we are satisfied our prices are below any competition.

This is a very strong substantial plow with 3-horse clevis, adjustable heavy wrought iron standard with extra hardened land side share and moldboard, mate-

rial used being the best in the market. Is nicely constructed and is furnished with wrought iron frog. Extra shares can be furnished which we guarantee to fit. Points are made heavy and strong. Beams and handles are made of the best southern white oak, well braced, and the plow is finished in a very attractive manner. They are made throughout of soft center steel, extra hardened. Made for either right or left hand, as desired. This is a very popular plow throughout the central and western states, made especially for the west and northwest, and guaranteed to scour in any soil.

	Size, inch.	Weight, lbs.	Single share.	Double share.	Extra share.
No. 18141.	12	76	\$7.00	\$ 8.00	\$2.00
No. 18142.	14	90	8.40	9.40	2.25
No. 18143.	16	100	9.50	10.50	2.75

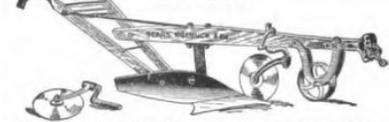
Our Steel Beam Rod Breakers at from \$6.50 to \$7.70.



- No. 18144. 12-inch with Fin cutter and extra share, weight 750 lbs. Price..... \$6.50
- No. 18145. 14-inch with Fin cutter and extra share, weight 80 lbs. Price..... \$7.10
- No. 18146. 16-inch with Fin cutter and extra share, weight 85 lbs. Price..... \$7.76

We guarantee this the best rod breaker on the market. It is made of the very best material throughout, put together in a very strong and substantial manner and guaranteed in every respect. It comes with the very best steel land side, best steel Fin cutter and extra share.

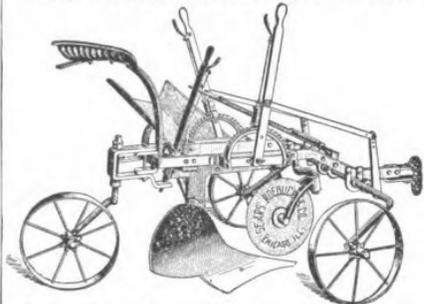
The Prairie Breaking Plow at \$10.90.



At from \$10.90 to \$13.00 we furnish the finest, strongest and best prairie breaker made, complete with rolling coupler, gauge wheel and extra share.

- No. 18147. 10-inch plow complete with rolling coupler, gauge wheel and extra share. Weight, 125 lbs.. \$10.00
- No. 18148. 12-inch plow complete with rolling coupler, gauge wheel and extra share. Weight, 130 lbs.. \$11.40
- No. 18149. 14-inch plow complete with rolling coupler, gauge wheel and extra share. Weight, 150 lbs.. \$12.10
- No. 18150. 16-inch plow complete with rolling coupler, gauge wheel and extra share. Weight, 155 lbs.. \$13.00

Our \$21.00 Mountain Plow.



This plow is made especially for the great mountain wheat fields of Washington and other mountainous states, and our price is about one-half the price charged by the ordinary local dealer in those sections.

While this plow is made especially for mountainous country, it is equally adapted for loose and level countries, and especially desirable where the farmer does not want his field cut up with dead furrows or back furrows. It is arranged so that one movement of the lever changes it from a right hand to a left hand plow; at the same time the rear wheel is automatically changed from behind the plow so that it is raised and placed behind the plow that is to do the work. The side levers are so arranged that the wheel can be raised and lowered 12 inches, so that the plow can be run level on any hill side or set to run with the hill to suit the wishes of the operator. You will find with this plow on a hill side you can turn a furrow down 24 inches wide, and not only do the work well but with less draught than a narrower furrow on level ground. There is a perfect adjusting lever to throw the draught when wanted without the driver leaving his seat as the plows are changed. It is perfect in every respect, thoroughly tried, and has two complete plows. It is the cheapest riding plow on the market.

- No. 18152. Our price, 14-inch..... \$21.00
- No. 18153. Our price, 16-inch..... \$24.00

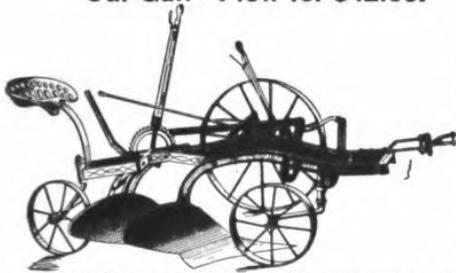
The Best Sulky on the Market.



No. 18154. Your choice of 14 or 16 inch. Our net cash with order price is \$29.00, and the price quoted is for the sulky delivered on board the cars.

The above illustration represents our new tongueless three wheel sulky with cast wheel in the furrow both at rear and in front of plow, and which is warranted to turn a square corner better than any other sulky made. It is light draught, simple in construction, very easily handled, and made of the very best material, and at the price we quote is the cheapest sulky on the market. It is made with best Bessemer steel wheels with movable boxes and has steel rolling couler. In turning at end or moving about the doubletrees rise off the ground and the brake keeps the plow from running into the horses' heels.

Our Can^o Plow for \$42.00.

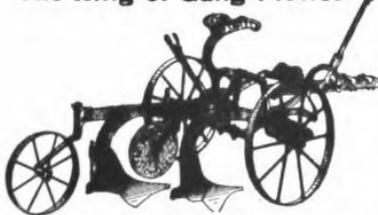


\$42.00 is our net cash with order price for this plow. There is no discount. At \$42.00 we furnish this plow complete with land lever, wide shares, steel seat, double board, two large rolling coulters, weed hooks and four horse evener. It turns a square corner to perfection.

The above illustration represents our new tongueless gang plow which works perfectly with four horses abreast or strung out, the off horse in all cases walking in the furrow. It has the best steel wheels, spring lift, large rolling coulters, leveling lever, adjusting land lever and perfect lifting lever, which gives it an advantage over all other wheel plows. It is also made without riding attachment when desired. Plows are made with double boards and steel seats. We can furnish it with arch or moldboard breaker bottom when desired. All our tongueless gang plows and sulkies are provided with a device for holding the plow from running on the horses' heels when the plows are out of the ground. This is a valuable improvement over all others. Weight of plows, about 500 lbs.

No. 18155. Our price for gang with 2 12-inch plows..... \$42.00
No. 18155½. Price for plow with 2 14-inch plows. 45.00

The King of Gang Plows.



\$43.00 net cash with order, no discount. We do not make any discount on plows, but we make you the price of \$43.00 for this gang plow delivered on board the cars at the factory from which point you must pay the freight.

No. 18156. Our price with 2 12-inch plows complete..... \$43.00
No. 18157. Our special price with 2-14-inch plows complete..... \$48.00

The above illustration shows our improved old reliable gang, which works perfectly with 4 horses abreast, or 2 ahead of 2. Has steel wheels, spring lifts, 2 cutters, 4 horse evener and neckyoke. Beams are very strong. It is very easy to handle, very easily carried on three wheels, and is guaranteed to be lighter on the team than any other walking plow in proportion to the work done, and lighter with driver than any other wheel plow made. Plows are made with double board and chilled cast shares. We recommend cast shares for hard or sandy ground. Rods or moldboard breaker bottoms can be furnished for our sulkies, gangs, etc., when desired. Special prices on application.

If there is any way we can serve you on any purchase whatsoever, do not hesitate to write us. We can save you money on almost anything that is made.

Our \$13.00 Subsoil Lister with Wood Beam Complete with Runners.



No. 18158. We furnish this lister in either 14 or 16 inch as desired. We guarantee this lister will scour in all soils. The only lister on the market furnished with runners, easy to handle and will almost run alone. Weight of lister, 100 lbs. Price..... \$13.00

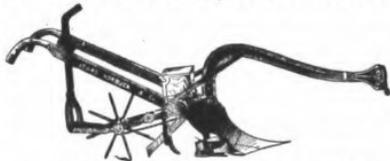
Our \$13.00 Subsoil Lister.



No. 18159. Complete with steel beam and runners. Our price of \$13.00 is the net cash price, from which there is no discount, and the price quoted is for the lister delivered on board the cars at the factory in Alton, Ill., from which point you must pay the freight.

This is a 14 inch subsoil lister complete with steel beam and runners. Weight, 100 lbs. Made with wide or narrow boards as desired, is very light and perfect in every respect. We claim for it the following advantages over any other lister made. It has patent double runners, which carry the plow in an upright position. It has patent frog, which enables us to use a lister lay much cheaper than any other. It has covering shovels so arranged that they rise up with the wheel in turning around, and with the aid of the covering shovels the furrow is made highest in the middle, and the corn comes up in the highest place and is much less liable to be washed out by sudden rains. This lister is high under the beam and will not clog up with trash. We guarantee this the best lister on the market regardless of price, and earnestly solicit your orders.

Our \$22.95 Lister, with Runners.



We can furnish this lister in both 14 and 16 inch. No. 18160. 14 inch, with both wheels; weight, 175 lbs. Price..... \$22.95
No. 18161. 16 inch, both wheels; weight, 180 lbs. Price..... \$23.95

We furnish this lister, with either sprocket or solid wheel, or both, as desired. When solid wheel is used, a spring scraper is attached. Deduct \$1.00, if only one wheel is wanted. We claim for this lister the following advantages over any other lister on the market: It has double runners, which carry the plow in an upright position. Farmers who have handled a lister without runners will appreciate this; has new patent triple cut off dropper box, which rarely ever misses, and is guaranteed not to cut the corn, the only perfect drop on the market; has our new patent frog, which enables us to use a lister lay much cheaper than any other; is less liable to break, and is more easily sharpened; has covering shovels, so arranged that they rise up with the wheel when turning around, and with the aid of the covering shovel the furrow is made high in the middle, the corn comes up in the highest place, and is much less liable to be washed out by a heavy rain; it is also much easier to cultivate when the corn comes up in the highest part of the ditch; has a subsoil drill separate, and can be adjusted to break up the ground and plant at any required depth; that is, corn may be deposited one-half as deep as your subsoil, placing the seed in the soft ground instead of the hard, cold bottom. Practical farmers will readily appreciate the advantages of this plan. The lister is high under the beam, and will not clog up with trash. The rear wheel can be raised up when turning, and when raised throws the dropper out of gear. The drill is made substantial, and the plates can be changed in a moment without the use of a wrench. It has 8 dropper plates, with different holes, and can be adjusted to drop 12, 16, or 20 inches apart, as desired. Is warranted not to cut the corn, and we furnish sorghum or broom corn plates when desired, at \$1.50 extra. Prices on riding listers furnished on application.

OUR MEN'S CLOTHING IS Wonderful in Value, Wonderful in Cheapness and Style.

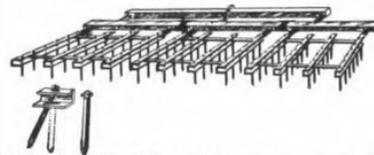
We sell more than all other Catalogue Houses combined. There is no better evidence of quality and cheapness.

Our 14-inch Sulky Lister Complete with Covering Shovels for \$36.00.



Our 16-inch sulky lister complete with covering shovels at \$37.00. This is an old reliable lister and the only successful riding lister on the market. New triple cut off, spring lift and all the latest improvements. It has exactly the same frame as our old reliable sulky, and any farmer that has that sulky can obtain an attachment to convert it into a listing sulky at \$22.00 for 14-inch, \$22.50 for 15-inch, which includes triple trees, drill and fixtures. Weight of this sulky lister complete is 450 lbs. Price quoted is for the sulky lister delivered on board the cars at Alton, Ill., from which point you must pay the freight.

Our Channel Steel Harrows at from \$7.90 to \$12.75.



No. 18162. 48 teeth, 2 sections. Price..... \$ 7.90
No. 18163. 72 teeth, 3 sections. Price..... 11.00
No. 18164. 96 teeth, 4 sections. Price..... 12.75
We consider our channel steel harrow the best harrow on the market of any kind. It is simple and durable. It has no bolts and nuts to work loose. The teeth reverse automatically and it does perfect work in all kinds of soil. Has hinged drawbar and same steel rail as on our lever harrows. We have put our prices below any competition and we shall hope to be favored with your orders.

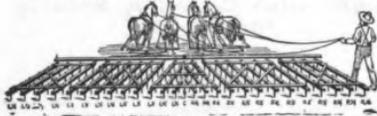
Our \$9.25 Steel Lever Harrow.



No. 18165. Price with 64 teeth, 2 sections, flexible harrow..... \$ 9.25
No. 18166. Same harrow with springs..... 10.00
No. 18167. 96 teeth, 3 sections, flexible harrow. 13.00
No. 18168. Same harrow with springs..... 14.50

We make these harrows with both light and heavy rails, and guarantee the heavy harrow in any work; will furnish new rails free if you break them. We make these harrows in 2 sections, 64 teeth, and in 3 sections, 96 teeth. We make these harrows with flexible or rigid frame as desired, the flexible frame having cross or truss bars only on the top, while the rigid have the cross or truss bars across both top and bottom. The rails are made of channel steel, very light and very strong, with a square hole at the bottom and a round hole at the top, enabling us to get the full strength of the teeth, which are fastened in by a hexagon nut on top of the rail. This harrow is a great improvement over any other harrow made and has features covered by our patent that no farmer will do without when once understood. The illustration above of our flexible harrow shows the spring device which we can put on either style harrow at an additional expense of 50c a section. The spring gives the teeth a vibrating or dancing motion which keeps them from gathering trash, causes them to pulverize the ground more thoroughly and prevents the teeth from being injured or bent when striking an obstruction. The springs can be changed to the ordinary style by changing the pin from the hole in front of the casting to a hole through the casting, and thus giving the operator both styles of harrow in one. This is the easiest harrow on the market to set up, the castings being fastened to the rails and the cross bars attached with bolts.

The \$7.70 Harrow.

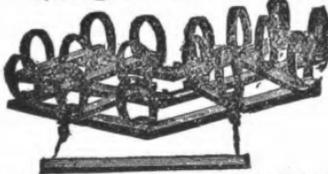


At \$7.70 we will send this harrow to any address by freight C. O. D., subject to examination, on receipt of sufficient deposit to cover transportation charges both ways. Three per cent. discount will be allowed if cash in full accompanies your order, in which case \$7.46 pays for the harrow. Please observe our 3 per cent. discount in comparing prices with other houses.

Made at St. Paul. This harrow is made at St. Paul by one of the largest manufacturers there, and the price quoted is for the harrow delivered on board the cars at St. Paul, from which point you must pay the freight. This harrow is intended especially for northwest and western trade. For Minnesota, the Dakotas and Iowa there is perhaps no more popular harrow made. This harrow is constructed to accomplish the greatest amount of work in the least possible time, and in such a manner that the farmer can have two or more harrows by purchasing one, the changes being made by adding or taking off the sections as a narrow or wide harrow is wanted. The bars are made 2 by 2 1/2 inches, eveners 2 by 4 inches, of the very best seasoned oak. Each bar is insured against splitting by long double clinchers on either side of each tooth. Teeth are 1/2 inch square, steel with dagger point or square center point. The sections are independent and connected with cross bars by eye-bolts so as to secure a perfect hitch, allowing the sections flexibility and vibration without permitting the teeth to drag or follow each other. Each tooth cuts its own way. To insure deep cutting and thorough pulverization, dagger teeth are used. The two-horse harrow consists of center section and two next sections. The three-horse harrow of center section and three sections adjoining. The four-horse harrow consists of all the sections shown. We furnish draw bars to match number of sections ordered.

No. 18169. Two-horse harrow, 78 teeth, cuts 13 feet; weight, 190 lbs. Price.....\$7.70
 No. 18170. Three-horse harrow, 82 teeth, cuts 16 1/2 feet; weight, 240 lbs. Price.....\$9.95
 No. 18171. Four-horse harrow, 150 teeth, cuts 24 feet; weight, 360 lbs. Price.....\$14.00
 Remember the prices quoted are for the harrow delivered on board the cars at St. Paul, Minn., and we allow a discount of 3 per cent. if cash in full accompanies your order. If you live within a thousand miles of St. Paul, either east, west or northwest, you will save 25 per cent. in price by ordering this harrow from us.

Spring Tooth Harrow.



No. 18172. Spring Tooth Harrow, particularly adapted to stony and stumpy ground or tough sod. The spring tooth will cultivate the ground thoroughly. Now furnished with steel frame in place of wood. Average weight, 200 lbs. Price, 16 tooth.....\$11.50
 Price, 18 tooth.....12.50

Harrow Teeth.

No. 18173. Steel Harrow Teeth, square, plain head. Give length when ordering.

Sizes, inches.	Wt. per doz. lbs.	Per doz.
1/2x8, 8 1/4 or 9	6 to 7	25c
9-11x8 1/2 or 9	8 to 9	30c
1/2x8 1/2, 9, 9 1/4 or 10	10 to 12	40c
1/2x10 or 11	17 to 21	90c

Plow Shares.

What is the use of hammering out your shares when you can get shares drawn, shaped and polished, ready to weld? They are made of the best soft center and solid crucible cast steel. They are the best shape, have an upset edge, and can be easily fitted to any plow.

No. 18174. No. 1 Shares, double shinned, for old ground plows, made from soft center steel, 12, 14 or 16 inch cut. Each.....\$1.32, \$1.62, \$1.85
 No. 18175. No. 1 Shares, single shinned, for old ground plows, made from soft center steel, 12, 14 or 16 inch cut. Each.....\$1.11, \$1.28, \$1.45
 No. 18176. No. 2 Shares, double shinned, for old ground plows, made from solid crucible cast steel, 12, 14 or 16 inch cut. Each.....90c, \$1.13, \$1.20
 No. 18177. No. 2 Shares, single shinned, for old ground plows, made from solid crucible cast steel, 12, 14 or 16 inch cut. Each.....85c, \$1.05, \$1.15
 We guarantee every share to be as represented.

No. 18163. No. 1 Landside Plates, ready for use for 14 or 16 inch plow, made of soft center steel. Each.....80c, 90c
 No. 18178. No. 2 Landside Plates, ready for use for 14 or 16 inch plow, made of crucible cast steel. Each.....45c, 55c

Steel Beam Double Shovel Plow for \$2.50.



No. 18180. This shovel plow is made of the very best material throughout. Shovels are 6 inches wide and 11 inches long, of hardened steel. Width of coulters, 20 inches. Our special price.....\$2.50

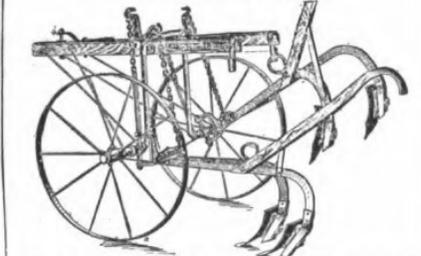
Five Tooth Steel Frame Cultivator at \$2.60.



No. 18181. 10 inch shovels. This is the strongest, cheapest and best 5-tooth cultivator made. Adjustable teeth to suit all kinds of soil. Our special price.....\$2.60

Same as above, with lever.....3.10
 Same, with wheel and lever.....3.45

Our Boys' Cultivator at from \$12.00 to \$14.00.

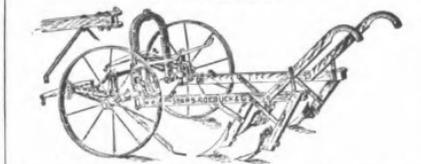


We offer at from \$12.00 to \$14.00 a strictly high grade cultivator which we can guarantee every respect and that can not be equaled by any other in the market at less than \$20.

The illustration above represents what we have named our "Boys' Cultivator," because it works so easily and is so easily adjusted that the boys all like it. We claim it has the best and most perfect spring in the world, one that needs no fixing and does all that you want a spring to do. In the work there is no lift. The shovels run naturally by the hitch when started. The swinging chain is so arranged that there is no tendency to draw the shovels together or to swing apart, the chain always being straight over the load. We use the finest steel wheels with chilled boxing, and the casting is A. No. 1. We believe in making the best regardless of cost. Do not buy a steel wheel cultivator without movable boxes. Weight of cultivator, 210 lbs.

No. 18182. Price for Boys' Cultivator with steel beam.....\$12.00
 No. 18183. Price for Boys' Cultivator, with "eagle claw".....\$13.00
 No. 18184. Price for Boys' Cultivator, with spring tooth.....\$14.00
 No. 18185. Price for Boys' Cultivator, with parallel beam.....\$14.00

Our Tongueless Cultivator at \$12.00.



No. 18186. \$12.00 is our net cash with order price, from which there is no discount. All orders for this cultivator must be accompanied by cash in full. We offer for \$12.00 a cultivator which you could not duplicate for less than \$20.00. The price quoted is for this cultivator delivered on board the cars at Alton, Ill., from which point you must pay the freight.

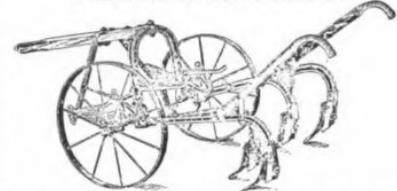
We guarantee this the best tongueless cultivator on the market, regardless of price. Your choice of wood beam or steel beam, as desired. The price is the same.

The above illustration, engraved from a photograph, will give you some idea of the appearance of this perfect, high grade cultivator. It has a perfect lateral or vertical adjustment; has hang-up hooks, which can be turned out of the way when at work; runners, which can be put in a carrying position quickly without the

When you order your Cultivator or Plow you can have small articles, such as Cloth ing, Dry Goods, Notions or Books, sent along at no extra expense.

use of a wrench; has the same device for taking up slack or wear as our regular tongue cultivators; has an arch that does not fall down when turning at the end of the row; has shovels on a gang, shaped so as to turn the earth the same way, and throw it over like a plow, and set, when both are set to turn the same way, they perfectly follow the line of draught, and do not swing off to one side, and when pushed out to dodge the corn will instantly swing back; has a tongue attachment, by which it can be changed into a perfect tongue cultivator, and when used as a tongue cultivator there is no vibrating or swinging of the tongue to fret or wear the horses—has the very best malleable break pin—the highest grade movable boxes over wheels. Weight, 171 lbs. Our special price.....\$12.00

Our Acme Wood or Steel Beam Cultivator for \$12.95.

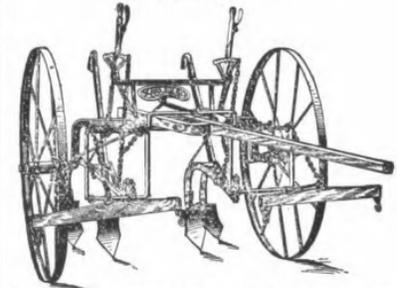


No. 18187. We build this cultivator with either wood or steel beam, as desired. The price is the same.

The above illustration represents our new Acme cultivator, which is a great improvement over all others of its class, being a perfect tongue cultivator, and can be changed to the best tongueless cultivator on the market in a few minutes. The wheels, being hinged to the frame or arch, are always in line with the draught of the team and turn easily and naturally; it makes no difference in what position the team may be. Other cultivators having the vibrating movement and the wheels attached rigidly to the frame or arch are always parallel to the frame, and when the team is turning and one horse stands ahead of the other the wheels must scrape or slide sideways, thus making it hard on the team and liable to break the wheels or axle. This hinging of the wheels to the axle is a feature that belongs to the Acme exclusively, and puts it ahead of all others of its class. Examine the Acme carefully and you will at once see its advantages over all others. Has malleable break pin and low hitch. The wheels have movable boxes, making them wear resisting.

We can furnish the Acme cultivator with "Eagle Claw" beam or "Spring Tooth" beam at 50c extra when so desired. The prices quoted are for the cultivator delivered on board the cars at Alton, Ill., from which point you must pay the freight. This is one of the most popular cultivators on the market, and there are more of them in use in Iowa, Kansas, Nebraska, Missouri and Illinois than any other three cultivators made.

Our Celebrated Riding Vibrating Hitch Cultivator for \$22.00.



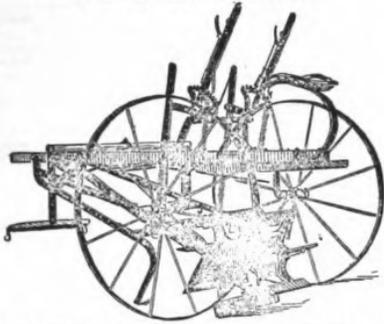
No. 18188. Combined riding and eagle claw hitch cultivator. \$23.25. The above are our prices when shipped by freight C. O. D. subject to examination on receipt of a sufficient deposit to cover freight charges both ways.

Three per cent. discount will be allowed if cash in full accompanies your order.

These cultivators have been thoroughly tested the past eight years by practical farmers and pronounced an entire success. With this cultivator the team is hitched close to the work and practically direct to the shovel. Each horse is made to pull the shovel with its own shovels and it entirely does away with the vibrating or swinging of the tongue. Has patent double hitch which perfectly controls the tendency of the tongue to rise up when the operator rides, and takes the weight off the horse's neck when he walks. Has springs which can be adjusted to carry the shovels to any desired lift or to be non-acting when at work. By the use of these springs the combined riding cultivator can be changed into a perfect walking spring cultivator. Has a perfect foot lift, which enables the driver to raise the shovels with his foot in turning. When the cultivator is used as a rider, the shanks or beams can be carried on a stationary chain in the usual way or allowed to work free, and the depth of the shovel's can be changed while the team is in motion. We furnish twisted or straight shovels as ordered, but where no special orders are given we send them with two twisted and two straight shovels and shields. Bull tongues and moldboard shovels furnished extra when desired. Can also be changed to an eagle claw or spring tooth cultivator. Price, \$22.00, or \$23.25 when furnished with a combined eagle claw.

Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940 Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-google

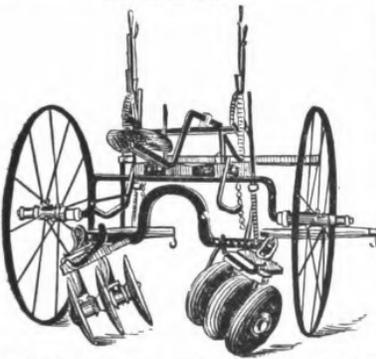
Our Single Row Two Horse Riding Corn and Cotton Stalk Cutter for \$22.00.



The illustration above shows the new patent single row corn and cotton stalk cutter. The double row has two revolving discs and the machine is just double the width of the single row cutter. Has double pole to use three horses. The plan is different from all others. Instead of cutting by the weight of the cutter head and machine, the power comes entirely from springs. The combination of lever and springs enables the operator to apply any force to the knives that may be necessary to do the work, and when raised from the ground to turn the same springs raises the cutter head, making the easiest cutter to handle in the world. The seat and wheels are high and the driver well up out of the dust. The wheels running in low places have no effect on this cutter, as the frame never rides the cutter head, which has always plenty of room to work, and the knives are never crushed into the ground as with all other cutters, making them do poor work and overstraining the horses. The steel wheels have malleable boxes, which are bored and fitted as perfectly as those on a buggy. The axles are also turned upon a lathe and are protected by a hub nut instead of a hole in the axle fitted with a pin to keep the wheel on. The machines are made of the very best material, elegantly finished wheels with adjustable hubs and perfect in every respect.

- No. 18189. Single row cutter for two horses, shipping weight, 750 lbs. Price.....\$22.00
- No. 18190. Double row cutter for three horses, shipping weight, 650 lbs. Price.....\$40.00

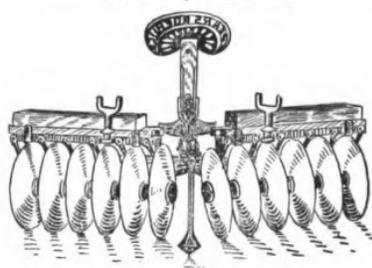
Our Acme New Riding Disc Cultivator at from \$19.00 to \$25.00.



- No. 18191. 14-inch discs, 3 on each side.....\$19.00
 - No. 18192. 16-inch discs, 3 on each side.....\$21.00
 - No. 18193. 14-inch discs, 4 on each side.....\$24.00
 - No. 18194. 16-inch discs, 4 on each side.....\$25.00
- This cultivator possesses all the advantages of all other riding cultivators, and has in addition cultivating discs that can be set at any angle and any distance apart. They can be reversed so as to turn the ground up or away from the corn. Has light hitch. Each horse pulls his own side of the cultivator. No swinging of the tongue. The wheels and gangs work parallel and are thrown sideways by simply bearing down on the foot pedal, leaving both hands free to handle the team. This makes plowing of the crookedest rows very easy, overcoming a great fault with all other discs. We hitch the drag to the front end of a beam with a clevis and are able to gauge the depth just the same as on a walking plow. Made with 3 or 4 discs on each side. When 4 discs are put on the implement can be used in place of a disc harrow, and it is but a moment's work to change from 3 to 4 discs and vice versa. Weight 450 lbs.

Never Such Bargains
As are offered in our
SHOE DEPARTMENT.
See Pages 180 to 205.

Our New Style Steel Frame Disc Harrow, at \$22.00 and Upwards.



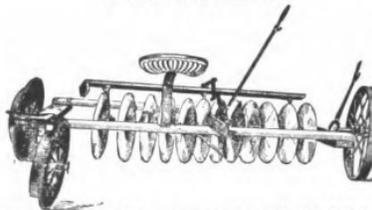
We furnish this Harrow either with sections close together or spread apart, with center shovel, if desired, complete, with 4 horse evener.

- No. 18195. Price for harrow, with 12-16 inch discs, cut 6 1/2 foot, no center shovel.....\$22.00
- Same harrow, with center shovel.....\$24.00
- No. 18196. Price for harrow, with 14-16 inch discs, cut 7 1/2 foot, with no center shovel.....\$23.00
- Same, with center shovel.....\$25.00
- No. 18197. Price for harrow, with 16-16 inch discs, cut 8 1/2 feet, no center shovel.....\$26.00
- Same harrow, with center shovel.....\$28.00
- No. 18198. Price for harrow, with 12-20 inch discs, cut 6 1/2 feet, no center shovel.....\$23.50
- Same harrow, with center shovel.....\$25.50
- No. 18199. Price for harrow, with 14-20 inch discs, cut 7 1/2 feet, no center shovel.....\$23.50
- Same harrow, with center shovel.....\$25.50
- No. 18200. Price for harrow, with 16-20 inch discs, cut 8 1/2 feet, no center shovel.....\$29.00
- Same with center shovel, cut 9 feet.....\$31.00

At the above prices we furnish this harrow, delivered on board the cars at Alton, Ill., from which point you must pay the freight.

We believe this to be the best disc harrow in the world. The gangs are set the proper distance apart for cultivating corn, while with others the machines have to be taken apart to get the inside discs off, and when they are off they are too far apart to do good work. Cuts 6 inches deeper than any other of the same size on account of leaving a space between the sections. The space left is cut by the shovel, which leaves the earth behind the machine, while others leave a little ridge in the center with a ditch on either side, and do not pulverize the center. The center shovel can be raised with the foot when turning or passing an obstruction. The center shovel can be taken out and sections put close together for cutting sod. The box which bears the pressure of the side dish of the gangs is made of the same hard material that is used in our moldboards, is guaranteed to wear longer than any other, and the wearing parts can be replaced for 50 cents. All our harrows are arranged to work with 2, 3 or 4 horses, but we furnish combined 2, 3 and 4 horse evener that works perfectly either way. There is no side or gang draft. We can furnish our harrows with 16 discs, and you can reduce the size to any number of discs desired by simply taking them off. This is a great advantage, as it enables the farmer to enlarge or reduce his disc to suit his team or work. We make all sizes, so that the sections can be set close together for cutting sod or spread apart and used with the center shovel. The advantage of the center shovel is so apparent that no one who investigates the matter will use any other, as it does better work, cutting out the center left untouched by other harrows, and adds 6 inches to the amount cultivated every round.

Our Special \$36.50 Side Throw Disc Harrow.



We furnish this harrow with 12 16-inch discs and 6 1/2-foot cut, for \$36.50. Price with 12 20-inch discs and 6 1/2-foot cut, \$40.50.

The prices quoted are for the harrow when shipped by freight C. O. D. subject to examination on receipt of a sufficient deposit to cover freight charges both ways, balance and freight charges to be paid after the harrow is received. Three per cent. discount will be allowed if cash in full accompanies your order. We feel safe in saying that we are quoting this harrow at at least 33 1/2 per cent less than it can be had at retail.

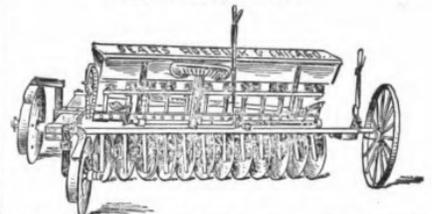
With discs throwing all one way; is carried on wheels and with a flexible tongue. We claim the following points of superiority over all others: The discs being in one gang and turning the earth in one direction, there is no ditch left in the middle or any ridge made where the earth laps or comes together. All farmers who have used the old style discs will see the advantage of this point. It being carried on wheels, the depth

can be perfectly controlled, as the discs will run at full angle without running so deep the team cannot pull it. The old style disc when set at full angle in soft ground ran too deep, and when the angle was changed to keep them out of the ground did not do good work.

It can be raised off the ground to move about the farm or to turn around at the end of the land. The discs can be raised or lowered in an instant without stopping the team, and from the driver's seat. The rear wheel being a cast wheel, the machine is very easy to turn at the ends when it is unlatched. Our disc boxes are oiled through the top of the standards, the oil going just where wanted, and the oil holes being where no dirt can get in them. If it is necessary to move the discs over rocky ground, the flanges or knives on the wheels can be easily taken off by removing 4 bolts. The disc harrow is a perfect cultivator and weed killer and the best machine for cultivating summer fallow.

- No. 18201. Price for 12 16-inch discs, 6 1/2-foot cut.....\$36.50
- No. 18202. Price for 12 20-inch discs with 6 1/2-foot cut.....\$40.50

Our Combination Disc Harrow and Grain Drill.

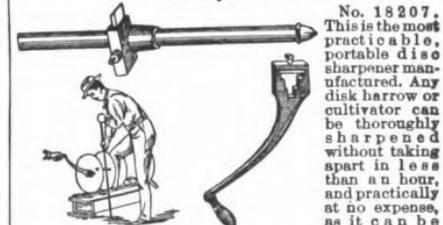


We furnish this machine complete with 4-horse evener and polished discs at from \$44.00 to \$51.00 according to size.

- No. 18203. Machine complete with 12 20-inch polished discs.....\$44.00
- No. 18205. Machine complete with 14 20-inch polished discs.....\$47.00
- No. 18206. Machine complete with 16 20-inch polished discs.....\$51.00

There are many advantages in this machine over all others. The disc drill when polished will cut through sod and trash and run where no other drill can go. Drills in rows over 6 1/2 inches apart, so that the grain is more perfectly distributed and less likely to grow with a line of weeds alternating with a row of grain. The discs perfectly cleave the ground at the time of putting in the grain and leave it in better condition. The grain is deposited in the bottom of trench behind the discs, put in at a uniform depth and covered perfectly, and thus needs no wheel behind to cover the grain. The wheels make a furrow over the rows of grain and may cause it to be blown away by a strong wind or washed out by rain. The drill devices are adjustable so that the grain can be discharged at any height, which is an important point, as when cutting in sod the drill must discharge the seed near the ground or it will scatter and not fall in the furrow, and be left on top of the ground. Do not forget this point when selecting a drill. In our drill the driver at all times can see the cups or drill spouts, and know that they are working perfectly. We guarantee our seeding apparatus to be as good as any made, and to sow from one-half to four bushels to the acre perfectly. All our drills are furnished with broadcast seeder attachment and the drill can be changed to a broadcast seeder and vice versa in a few moments' time. This disc harrow is a perfect cultivator and weed killer, and the best machine made for summer fallow. The drill or seeder attachment can be removed, and then you have a perfect disc harrow, giving you the use of two machines in one.

Our \$2.15 Little Giant Disc Sharpener.



No. 18207. This is the most practical, portable disc sharpener manufactured. Any disc harrow or cultivator can be thoroughly sharpened without taking apart in less than an hour, and practically at no expense, as it can be done at odd

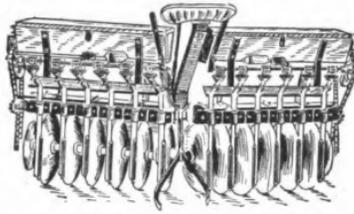
times or at the noon hour. It is very simple and only requires that the harrow be turned upon its back disc upwards and the crank attached to end of shaft as shown in illustration. The crank is made to fit any shaft, any size, round or square.

The sharpener is all iron and will last a lifetime. The plate or chisel is made of Minshat steel hardened, which will bring the disc to a sharp keen edge without destroying the temper and without the use of water. The iron stand which holds the sharpening disc is made adjustable so that it will slide up and down in the bar in order to get the desired distance from the ground. The sharpening chisel is also adjustable and can be extended as it wears away and thus one chisel will last many years. One set screw operates both adjustments. Rolling coulters can also be sharpened nicely by taking them out of the bracket and passing them through the posts the proper height from the ground. Attach the coulters to post and attach the crank same as to harrow. Weight, 7 1/2 lbs. Price.....\$2.15

Compare our prices if you will with those of any other Mail Order House, and if you don't find our prices the lowest and our terms the most liberal, don't buy of us.

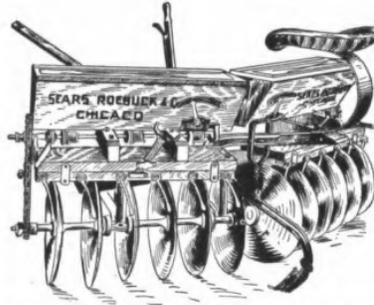
Generated for AMANDA SCHEURMAN (University of Utah) on 2020-01-23 19:18 GMT / http://hdl.handle.net/2027/uc1.31158001963940 Public Domain, Google-digitized / http://www.hathitrust.org/access_use#pd-google

Our Combination Disc Harrow and Grain Drill Complete with Four Horse Eveners and Polished Discs at \$44.00 to \$51.00.



No. 18208. Price with 12 20-inch polished discs complete **\$44.00**
 No. 18209. Price with 14 20-inch polished discs complete **\$47.00**
 No. 18210. Price with 16 20-inch polished discs complete **\$51.00**
 The above illustration shows the drill ready for operation. It can be changed in a few moments to a regular broadcast seeder, which you can work anywhere a disc harrow will go. Please note the following advantages: The drill device can be set up or down to suit the operator; the boxes are set apart so that they will not strike together when at work; we use 12 seed cups, or double the number others do, and thus the grain is distributed evenly regardless of wind or side hills; the covering plates in the center not only cover the grain but level the ground; the drill deposits the grain at a uniform depth where it is well covered, and can be set to sow any depth as deep as the discs run; can be thrown out of gear on one side, leaving the other to work and enabling the operator to sow a narrow strip or finish the land when running near a fence; it has an adjustable chain tightener which enables you to take off and put on the chain without trouble. The drill can be taken off and discs used separately. The shields prevent the dirt from interfering with the driving sprocket wheel. It has a perfect index, showing the quantity sown to the acre. It has a perfect force feed. We warrant our improved drill to work in as many kinds and conditions of work as any drill made, and to do good work in places where no shoe or hoe drill will work, but there are places and conditions where it will not work, and in such cases the broadcast seeder attachment, which goes with the drill, covers the case, making a machine that the farmer can always work with, wet or dry. We guarantee the drill to sow perfectly $\frac{1}{2}$ bushel to the acre, or any larger quantity, and not clog or cut the ground. The seat is so arranged that the operator sits comfortably on a good spring seat, and back of the drill so that he can see that the seed cups are properly discharging.

Our Improved Disc Harrow with Seeder Attachment.



No. 18212. Price of harrow with 12 16-inch discs complete, with 4-horse evener .. **\$34.00**
 No. 18213. Price of harrow with 14 16-inch discs complete, with 4-horse evener .. **\$40.00**
 No. 18214. Price of harrow with 16 16-inch discs complete, with 4-horse evener .. **\$46.00**
 No. 18215. Price of harrow with 12 20-inch discs complete, with 4-horse evener .. **\$36.00**
 No. 18216. Price of harrow with 14 20-inch discs complete, with 4-horse evener .. **\$41.00**
 No. 18217. Price of harrow with 16 20-inch discs complete, with 4-horse evener .. **\$48.00**

The above are our prices when to be shipped by freight C. O. D., subject to examination, on receipt of a sufficient deposit to cover freight charges both ways; balance and freight charges to be paid after harrow is received. Three per cent. discount will be allowed if cash in full accompanies your order.
 The prices quoted are for the harrows delivered on board the cars at the factory at Alton, Ill., from which point you must pay the freight. You will find the freight will amount to next to nothing as compared with what you will save in price.
 This improved disc with seeder attachment has the same features as our drills, except that the seed is scattered broadcast in front of the blades where it is covered. We claim for it the following advantages over all other machines of the same character: It has a perfect force feed, which is a very essential feature; it is driven from both sections, and the drive chain is always in line; it is provided with a spring chain tightener, which enables you to take the chain off or put it on without removing the wheels and preventing it coming off; either side can be thrown out of gear; the driver sits where he can see at all times whether the seeds are discharged properly; it has a perfect index, showing the quantity sown to the acre; it is nicely and substantially put up in every way. We have a center shovel which covers the grain sown in the middle, which no other has, and they not only leave a ditch, which we do not, but they leave grain in the center which is not covered. It can be used without a shovel if desired. It has shields which prevent the dirt from interfering with the driving chain sprockets. This machine is made of the very best material, and is guaranteed to give the most perfect satisfaction when properly operated.
 Please note that the seeder can be taken off and the disc used as a separate machine, giving you two perfect machines in one.

"PLANET JR." GARDEN TOOLS FOR 1897.

We issue a Special Catalogue of "Planet Jr." Garden Tools, which is mailed free on application.

The "Planet Jr." No. 5 Hill Dropping Seeder.



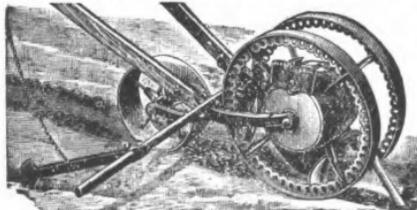
No. 18211. This beautiful new tool will be a delightful surprise to every gardener who tries it. We all know that a garden seed sower that does not drop in hills is fast becoming a thing of the past, for there are but few now who do not wish to plant beans and corn, spinach and salsify, carrots and turnips, parsnips and beets, in hills. All crops that are to be grown from seed and then thinned to a regular stand, should be planted in hills and at just the distance apart the plants are desired; for in drilling, unless the seed is sown unnecessarily thick, there will not always be a plant at the proper spot, and the crop is therefore irregular. This means that nowadays a seed sower should drop in hills and at almost every distance apart. The new No. 5 "Planet Jr." drops at 5, 6, 8, 10, 12, 16, 24 and 48 inches apart, and also beautifully in a continuous row. It drops without injury, can be changed from hill to drill or from one distance to another very quickly, and without any changing of bolts, and without any loose wheels or parts so easily lost or mislaid; and a neat, clear index with brass screw regulator and quick cut-off is arranged most conveniently just at the top of the handle.
 The new comer is a great favorite, too, because it is unusually large, holding three quarts, yet very light running withal; and it is also a model of simplicity, strength and durability. Its large capacity will suit all large growers, and yet it works so perfectly that it will sow a single paper of seed or drop it in hills accurately, to the very last grain.
 In a word, no seeder has ever been made that compares with this newly perfected No. 5 "Planet Jr."—the 1897 surprise. Price..... **\$12.00**

The "Planet Jr." No. 4 Combined Hill Dropping Seeder and Single Wheel Hoe, Cultivator, Rake and Plow.



No. 18218. This is exactly the same fine strain of blood that has proven such a marvelous success in the No. 5 "Planet Jr." Hill Dropper. As a drill, the points of difference are: First, that it is smaller in capacity, though still of good size, holding three pints, and that it does not drop at so many different distances apart; however, it drops at all the most important distances, at 6, 9, 12, 18 and 36 inches. The index is just as fine and accurate and plain, though being a combined tool it is not placed at the top of the handle. It is like No. 5 in dropping in just the same way, just as accurately, and in handling the smallest paper of seed perfectly and to the last grain; has no loose parts, and is simple, durable and very light running. The drill is quickly detached and the tool frame substituted. It then becomes the most admirable Single Wheel Hoe of the "Planet Jr." family. Has a fine garden plow, two elegantly shaped, new-style hoes, three delightful cultivating rakes, made new form and specially to fit 6, 9, 12, and using two at once, 14 and 16 inch rows; and a practical leaf guard. Price complete, **\$10.00**; as a drill only **\$7.00**

The "Planet Jr." No. 2 Seed Drill.



No. 18219. This tool is used the world over, and with the exception of the "Planet Jr." Hill Dropping Drills, is the most perfect drill known. It holds two and one-half quarts. The sowing cylinder is a drum of spring brass, set between the driving wheels. Around this drum is a brass band, drawn tight to the drum by a cam which joins the ends. In both drum and

band are corresponding diamond-shaped discharge openings; by loosening the cam and sliding the outer band the discharge may be regulated to suit any kind or thickness of seed. The index contains the names of the principal seeds, and when the name wanted appears through the index slot, it is set right for that seed. The drill sows in an even, regular stream, whether there is much or little in the hopper. The opening plow, being directly between the wheels, follows all irregularities of the ground, is adjustable, and once set, opens the furrow at a uniform depth, and the seeds are deposited in a very narrow line. The machine is extremely simple; having no agitators, belts or gearing, the seed cannot be injured, even if sprouted. It received the highest award at the World's Fair at Chicago. Price **\$6.50**

We guarantee our goods of every description to be fully up to representation or they may be returned to us at our expense and money refunded.

DON'T TRADE YOUR GARDEN TRUCK FOR HALF ITS VALUE IN GROCERIES. SELL YOUR PRODUCE FOR WHAT IT IS WORTH, AND WHEN YOU BUY, TAKE ADVANTAGE OF OUR FACTORY-TO-CONSUMER SYSTEM AND GET THE FULL WORTH OF YOUR MONEY.

The "Planet Jr." No. 3 Hill Dropping Seeder.



Sows either in Hills or Continuous Row.

No. 18220. Until recently there was no such thing as a Hill Dropping Seeder, modern drills sowing continuously only. This drill will sow in a continuous row, in the ordinary way, with the greatest regularity; but its distinctive feature is that it will drop neatly in hills, either 4, 6, 8, 12 or 24 inches apart. It opens the furrow, drops in hills, or drills, covers, rolls down and marks the next row, all at one operation. The hopper holds three quarts. The wheel is 15 inches high, with a broad face. It is changed in a moment from hill dropping to drill work. It has a rubber force feed, sows equally well whether the hopper is full or contains only a paper of seed, and will not injure delicate seeds, such as radish, cabbage, etc., which are so often peeled or crushed by drills having agitators or metal feed wheels. It is nicely adapted to all conditions of land, working especially well in fresh ground or when planting on a ridge. The plow is adjustable and opens a very narrow furrow, which is a great advantage for after-cultivation.

1898 was the first year that this machine was sold widely by the manufacturers of the celebrated line of "Planet Jr." goods, but the machine was bought very largely by careful gardeners and nurseries during the season, and gave entire satisfaction. Price\$9.00

The "Planet Jr." No. 1 Combined Drill and Wheel Hoe.



No. 18221. This is the most popular combined tool known, and its friends have been gained by substantial merit alone. It won the highest and only award at the Chicago Exposition. As a seed sower it is identical with the No. 2 "Planet Jr." Drill, except in size, and has all its merits, its strength, durability, ease of operation and perfection of work.

This combined tool has a complete set of cultivating tools, and all its operations are rapid, easy, perfect and delightful. When used as a drill the seed is sown with great regularity and at uniform depth, regulated at pleasure. The hopper holds one quart. The door, when opened, forms a convenient spout for filling with seed. From a drill it is changed to its other uses by unscrewing but two bolts, when any of the attachments shown in the cut can be instantly attached. In short, every purchaser of this machine will find it an excellent seed sower; a first-class double wheel hoe, for use when plants are small; a first-class single wheel-hoe; an excellent furrower; an admirable wheel cultivator; a capital garden rake; a rapid and efficient wheel garden plow; and that it is without an equal in variety of tools, easy adjustment, lightness, strength and beauty. Price\$9.00

The "Planet Jr." Double Wheel Hoe.

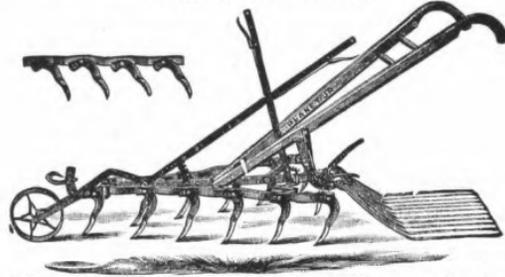


No. 18222. Thousands of farmers and gardeners who own this tool save its cost one or more times every year, for in an onion field and among many other crops one can do more and better work with it than six men with ordinary hoes. It is invaluable for all market garden crops. The wheels are only ten inches high, as a high wheel is wrong for a Wheel Hoe, since the wheels are simply depth regulators, not load carriers.

We quote a complete assortment of Garden, Grass and Flower Seeds on Page 25. Profits of dealers are very large on these goods, and you can save these profits by buying of us.

The "Planet Jr." Double Wheel Hoe will straddle plants eighteen inches high, and finish rows from six to eighteen inches apart at one passage. One hoe sets slightly ahead of the other, to prevent dragging out young plants. The new frame permits the changing of attachments without removing the nuts. All the tools shown in the cut go with the machine for the price; and all the blades are steel, hardened in oil and polished. The wheels are adjustable to make the work shallow or deep, as required, and to adapt the machine to all width rows. The tool is charming in every style and kind of work, the admiration of all who see it in operation, and is the acknowledged standard the world over. Price.....\$6.00
To accommodate those who have little work but hoeing, we offer the above machine, with hoes only, under the name of "Planet Jr." Plain Double Wheel Hoe, at.....\$3.50
The other parts can be added at any time, and will be found to fit.

The "Planet Jr." 12-Tooth Strawberry Cultivator and Harrow.



No. 18223. This comparatively new tool has rapidly grown into favor with market gardeners and strawberry growers. It is carefully made and finished, has a high frame and the chisel shape teeth cut an inch wide each, and may be worn down three inches before that width is lessened or the teeth worn out; even then they are cheaply replaced.

It may be set with teeth trailing, by simply changing one bolt in each tooth. The foot lever pulverizer is a capital addition for preparing ground for the seed drill or for plant setting. Hand levers regulate both width and depth while in motion; it contracts to 12 inches, and may be further reduced in width by taking off the outside teeth; it expands to 32 inches. It cultivates deep without throwing earth upon the plants, and the smooth, round-throated teeth turn strawberry runners without injuring them. Price, plain, \$4.90; with wheel, \$6.15; complete.....\$7.50

The "Fire-Fly" Wheel Garden Plow.

No. 18225. This tool is invaluable for those who have small gardens. The moldboard is tempered and polished steel. The depth may be changed very quickly. The low price brings it within the reach of all. Price.....\$2.00
Very useful to plow up the chicken yards.

The "Planet Jr." Grass Edger.

No. 18226. The grand secret of attractiveness in grounds surrounding a house is extreme neatness. The "Planet Jr." Grass Edger assists wonderfully in producing this effect. It will do either straight or curved edging at a speed of a mile an hour. It should be the constant companion of the lawn mower.

Strawberry growers will find the Grass Edger, with the hoe removed, a rapid and perfect tool for cutting off surplus runners. Price.....\$5.00

The "Planet Jr." No. 8 Horse Hoe.

No. 18227. Probably no other cultivating machine is so widely known as the "Planet Jr." Combined Horse Hoe and Cultivator, for it is in use throughout the civilized world. It is so strongly built as to withstand incredible strain, yet it is light and easy to handle.

For 1897 we offer important improvements in our No. 8 "Planet Jr." Horse Hoe and Cultivator, as described below:

The Frame is longer than usual and about one and a half inches higher, making a tool that will not clog easily.

The Standards are formed up hollow with round throats of stiff steel; they polish quickly and free themselves readily from obstructions, and they

clasp the frame and strengthen it.

The Depth is under perfect control by means of a new lever wheel and the new patented depth regulator, which are moved instantly in unison by a single lever, making exact work, steadying the machine and relieving the operator.

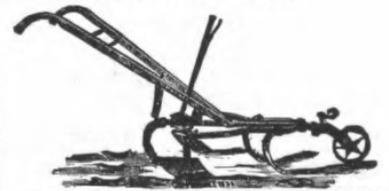
The Expander. This is an entirely new pattern, superior to all other forms; exceedingly strong, simple, accurate and positive in all positions.

Handle and Braces. These are also absolutely new and the most effective stiffest combination known, at once making the tool rigid, yet allowing adjustment of handles in height and sidewise.

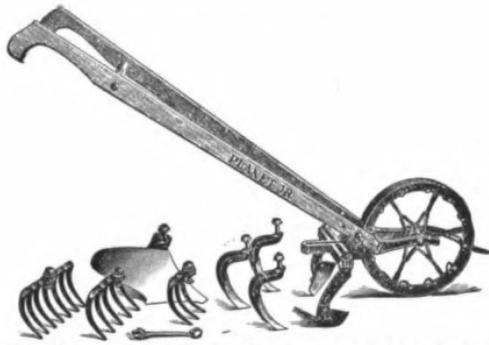
Every part is perfected to make the tool acceptable to the intelligent farmer, who knows the best is always the cheapest. Price, \$7.50; without Depth Regulator.....\$7.00

The "Planet Jr." No. 5 Horse Hoe.

No. 18228. This tool is similar to the No. 8 Horse Hoe, but it has a plain wheel instead of one operated by a convenient lever. It has the same standards and teeth, but is made in other respects like the popular 1895 pattern. It does not have the improved depth regulator and the expander and braces of the No. 8, yet it is strong and serviceable and will give full satisfaction. Has an excellent expander and handles adjustable, both perpendicularly and sidewise. Price.....\$6.25



The "Planet Jr." No. 15 Single Wheel Hoe, Cultivator, Rake and Plow. Price, Complete, \$6.00.



No. 18229. This new Wheel Hoe has the advantage of a high wheel with broad face, of a convenient arrangement of the frame, and a very full set of tools, most of them being of new, special design, such as have been found to perform wheel hoe work in the very best manner. It also has the great advantage of being convertible into a hill dropping and row seeder, by buying the seeder attachment. Price.....\$4.50

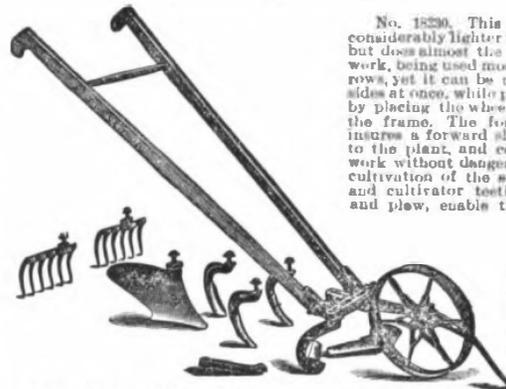
The tools are: A well-shaped garden plow, for plowing, marking out, covering and late cultivation; a pair of neat shield hoes, just right for hoeing in rows 9 to 12 inches, and with the assistance of a cultivator tooth or rake, rows up to 16 inches; a set of three hoes, cutting 3 1/2, 7 and 10 inches wide, respectively, just right for 6, 9 and 12-inch rows, and, two together, for rows up to 16 inches. With two arranged side by side, the rakes are just the thing for preparing ground for the seed drill. It has also a practical leaf guard for fallen plants, such as peas, and for wide spreading plants. It raises the leaves and allows perfect cultivation without injury or increased labor.

It is also sold without rakes and leaf guard. Price.....\$5.00

Also plain, having only one pair of hoes and one pair of rakes. Price.....\$4.00

The seeder attachment is quickly exchangeable for the wheel hoe frame; it is identical with the "Planet Jr." Hill Dropping Seeder No. 4, and drops at 6, 9, 12, 18 and 36 inches apart. Price.....\$4.50

The "Planet Jr." Single Wheel Hoe.



No. 18230. This Wheel Hoe is considerably lighter than the double, but does almost the same variety of work, being used mostly between the rows, yet it can be used to hoe both sides at once, while plants are small, by placing the wheel at one side of the frame. The form of the hoes insure a forward slanting cut next to the plant, and consequent close work without danger, and thorough cultivation of the soil. The rakes and cultivator teeth, and the hoes and plow, enable the operator to perform almost every variety of work, either in the field or garden. All rows from 6 to 18 inches apart can be hoed at one passage. The frame is quickly raised or lowered to regulate depth, and the wheel has an extra broad face. It is pronounced by practical men without an equal in design and finish, ease of operation, variety of adjustment and perfection of work, and we feel confident that every one who tries this tool will be glad that he did so. Price.....\$4.50

To supply a demand for a cheap Single Wheel Hoe, we offer the above machine (plain, with the hoes only) at \$2.75, and the other attachments can be added at any time and will be found to fit.

The "Fire-Fly" Single Wheel Hoe, Cultivator and Plow.

No. 18231. This popular tool is exactly the same as the "Planet Jr." Single Wheel Hoe, excepting that it does not have the rakes or leaf lifter. The attachments are a pair of hoes that can be set to work to or from the row, a set of three reversible cultivator teeth, and a large garden plow. The whole tool is light and strong, and capable of standing hard usage for years. Price.....\$3.75

Send for Our Special Catalogue of "Planet Jr." Garden Tools.

Our \$25.00 Western Potato Bug Sprinkler.

No. 18232. \$25.00 is our regular price when sent by freight C. O. D., subject to examination, on receipt of a sufficient deposit to cover freight charges both ways. Three per cent. discount allowed if cash in full accompanies your order. If you send the full amount of cash with your order \$24.25 pays for the sprinkler.



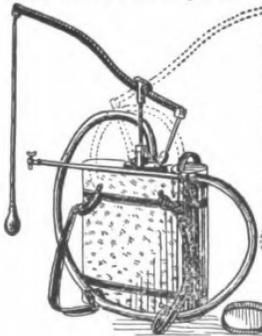
This is the best potato bug sprinker on the market. It applies the poison upon two rows at once, and will cover 12 to 15 acres per day. It is the cheapest, simplest and most perfect potato bug sprinker ever invented. Any boy that can drive a horse can perform more easily the same amount of work it heretofore required 12 men to perform in the same time. You have complete control over the quantity of water you wish to throw, opening or closing the valve with the lever.

The wheels run on tubular axles and can be shifted to any width of rows desired, 2 to 3 feet. Weight, 450 lbs. Price.....\$25.00

Our \$5.50 Knapsack Spray Pump.

No. 18233. \$5.50 is our price when sent by freight C. O. D. subject to examination on receipt of a sufficient deposit to cover freight charges both ways. Three per cent. discount allowed if cash in full accompanies your order, in which case \$5.35 pays for the pump.

This is a thoroughly first-class outfit, designed for orchard, vineyard or general use. Four to six acres of vines can be covered in one day. The tank holds five gallons and is fitted with lid and strainer which can be removed. It is a brass bucket spray pump with air chamber, ball valves, solid plunger and agitator. We wish to call attention to the fact that this is the only knapsack spray pump on the market with an agitator. It is so arranged that no water can drip on the operator.



No. 18234. Price, without rolls.....\$15.00
Price, complete, with rolls.....\$20.00

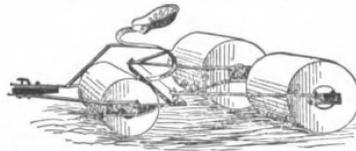
Our House is the

CENTER

From which great bargains emanate.

The pump can be removed easily. It can be carried by hooking snap in staple on opposite side provided for the purpose, as shown by dotted lines. The handle lever can be shifted from right to left shoulder at will. Price.....\$3.50

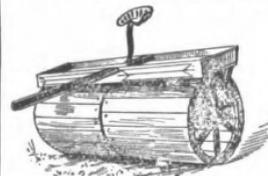
\$15.00 for the Celebrated Sherwin Patent Adjustable Field Roller.



The rollers are made from 18 to 22 inches in diameter, and 3 feet in length, covering 8 1/2 feet of ground. They are turned from solid oak logs and painted. The goni-cons are cased with a flange, and bolted to the rollers, not driven in.

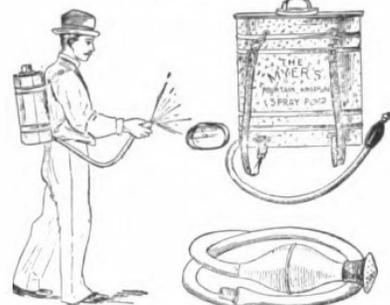
The weight is in the rollers, and rests directly on the ground, not in a box on top of the bearings to produce friction. Weight, 1,200 to 1,700 lbs., according to the size of rolls. When the rollers are to be shipped a long distance parties ordering can save by ordering the frame and seat only, and supplying the log sections themselves.

Our \$16.75 Land Roller.



No. 18235. This is the best Land Roller on the market, at anything like the price. It is light-running, easily balanced roller. Each drum turns independently of the other. The drums are 3 feet 8 inches long, and 30 1/2 inches in diameter. The stays are of white oak, bolted to strong cast heads. The box is 22 inches wide by 8 feet long, supported by heavy brackets in the center and at both ends, to an axle 1 1/2 inches in size, running through both drums. Weight, 700 lbs. Price...\$16.75

The Celebrated Myers Knapsack Spray Pump at \$2.75.



\$2.75 is our regular C. O. D. price. \$2.67 pays for the pump if cash in full accompanies your order.

This pump is constructed of the very best galvanized iron with round corners. Built with tight lid to prevent the liquid from splashing on the operator. It is fitted with adjustable straps so as to be carried on the back where it can be carried by the bale. The hose and bulb are made of the best white rubber and protected at each end by coiled wire to prevent breaking. The valves are made of brass and will not corrode. Have large openings which permit a free flow of water and shut off instantly when under pressure. Nozzle is made of brass, nickel plated. Has 50 small openings and throws a spray 6 feet wide, a distance of 12 feet. Will work at a rapid walk. Holds 5 gallons. Weight 75 lbs. when full.

No. 18236. Pump complete with one tube, rubber bulb and hose. Our special price.....\$2.75

Paris Green Sprinkler.

No. 18237. Every one that raises potatoes should have one of these sprinklers.



It enables you to protect your potatoes from bugs. Requires only 1/4 the amount of Paris green used by any other method.

Will sprinkle 1 acre per hour and not wet the person carrying it. Is painted inside and out, and has an apparatus inside by which the Paris green and water is kept mixed constantly.

The quantity to be used is regulated by pressure of the fingers on the hose at the connection of hose and tin pipe.

Price, each.....\$3.50

Should you fail to find what you want, refer to the index. If you don't find it there, write us and we will name you a price that will save you money.



John Jarvie Historic Ranch: Ute Map Lesson

Authored by: Amanda Scheuerman

Grade 4-6

LESSON PLAN DETAILS

Time Frame:

30-45 Minutes

Group Size:

15-30 Students

Materials: Attached
Maps

Life Skills:

Geography, Mapping,
Historical Thinking,
Interpretation

Intended Learning

Outcomes:

Students will become
familiar with Ute
Lifeways, dispossession,
and culture.

Jarvie Ranch Ute History and Map Lesson Plan

By: Amanda Scheuerman

This lesson plan is intended for fourth to sixth grade.

SUMMARY

In the Ute map lesson, students will learn about the history of the Ute people located in Utah, Colorado, and Wyoming. This history will include precontact lands as well as the transformation and eventual dispossession of Ute lands.

Utes argue that they have always lived in the region they called home. The first European contact included Spanish explorers, fur trappers, and miners. With the arrival of Mormon immigrants and ranchers, Utes experienced a drastic change of life. Anglo-American peoples began encroaching upon Ute lands and over time reduced the Ute land base drastically. This lesson will illustrate the loss of land that the Utes experienced. Students will be able to identify traditional Ute lands and compare this to contemporary reservations.

Teachers can access the online interactive map [here](#).

Relevant Core Standards

Utah Standards 4th Grade:

Social Studies Standard II: Students will understand how Utah’s history has been shaped by many diverse people, events, and ideas.

- 1. Objective 1: Describe the historical and current impact of various cultural groups in Utah.**
- 2. Objective 2: Describe the ways that Utah has changed over time.**

Colorado Standards 4th Grade:

Social Studies

History:

- 1. Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado.**
- 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States.**

Geography:

- 1. Use various types of geographic tools to answer questions about the geography of Colorado.**
- 2. Connections within and across human and physical systems are developed.**

Wyoming Standards 4th Grade:

Social Studies

- 1. Content Standard 1: Citizenship, Government, and Democracy**
- 2. Content Standard 2: Culture and Cultural Diversity**
- 3. Content Standard 4: Time, Continuity, and Change**
- 4. Content Standard 5: People, Places, and Environments**

Background for Teachers

Students will be able to:

1. Identify the key historical events that occurred as Anglo-American settlers came into Ute lands.
2. Understand the relationship between history and geography.
3. Identify historic and contemporary Ute lands.

Prior to teaching this lesson, teachers should become familiar with a summary of the history of the Ute people. See [Appendix](#). Prior to European colonization, the Ute land base spanned Utah, Colorado, Wyoming, and New Mexico. After European entrance into the region, the Utes began to see their land base shrink due to dispossession. The maps in this lesson illustrate the land loss of the Utes. Use these maps as you teach the students about the history of the Ute people.

Lesson Plan Procedure

Day One

- Ute History

Day Two

- Ute Maps

This Ute Map Lesson is intended to provide a basic history and background of the Ute people. While there are a few notable histories written of the region, much is left to be researched and written about. *Being and Becoming Ute: The Story of an American Indian People* by Sondra G. Jones and *Ute People: An Historical Study* compiled by June Lyman and Norma Denver and edited by Floyd A. O’Neil and John D. Sylvester have been influential in writing this lesson plan. Additionally, the resources and maps that were used in this lesson plan were generously given by the American West Center. Several other sources were utilized while compiling the Ute Map lesson plan. A great deal of debt and gratitude is owed to the anthropologists, archaeologists, and historians that contributed to this lesson plan.

While it is accurate that with European and American colonization of the region came a written record that gives us a peek into the lives and politics of the Ute Nation, it is important to recognize that the Ute people have added much to their own histories. Oral histories, collected by the American West Center, have been integral to allowing Utes to lead the conversation. This lesson plan hopes to take an inclusive and comprehensive approach to history, taking in all sources and viewpoints.

Lesson Vocabulary

Bands	A loose organization of kinspeople and close associates.
Dispossession	The process of having land taken away.
Immigration	Moving from one place into another, often between countries.
Reservation	An area of land set aside for American Indian habitation.
Nuu-ci	“The People,” this refers to what the Ute call themselves.
Explorer	A person who investigates an unfamiliar area.
Settler	A person who moves with a group to live in a new country or area.
Trader	A person that buys and/or sells goods.
Old Spanish Trail	An historical route that connected New Mexico with those of California.
Treaty	An agreement between two nations or countries.

Map 1: Ute Bands

This map illustrates the Great Basin and beyond. Contemporary state lines indicate where state boundaries are. The yellow portion of the map describes the extent of Ute lands, reaching across several state lines. Within the yellow, are portions indicated with orange. These orange regions represent the various Ute bands within the region.

Assist the students in locating the various states on the map, such as: Nevada, Utah, Colorado, and Wyoming. Help the students identify the various Ute bands that are located throughout the region. There were twelve bands historically. These bands were made up of families that lived similar lifeways and were influenced by neighboring nations. Make a special note of the extent of the Ute territory. Utes lived in a region that spans present-day Utah, Colorado, Wyoming, Arizona, and New Mexico. This is a vast amount of space that the Utes called home.

Questions to Ask:

1. Which state do we live in?
2. What is a band?
3. What are the twelve Ute bands?
4. How many Ute bands are there?

Map 2: Ute Lands 1868

The attached map titled “Ute Lands 1868” illustrates the large amount of lands lost after the creation of the Uintah Valley Reservation on October 3rd, 1861 and the creation of the Confederated Ute Reservation on July 25, 1868. A yellow line shows the original land base of the Utes. Ute lands were reduced drastically with the implementation of reservations.

Questions to Ask:

1. What are the original Ute land boundaries?
2. Where are the 1868 Ute boundaries?
3. What is the difference between the original Ute lands and the 1868 boundaries?
4. What is dispossession? Note: Dispossession is the process of taking away land or property.
5. What are reservations?

Map 3: Ute Lands Today

The attached map titled “Map 3: Ute Lands Today” illustrates the land loss of the Ute people. While the Uintah and Ouray Reservation is the second largest in the United States, it represents a great loss of land to the Ute tribe. Between the eighteenth, nineteenth, and

twentieth centuries Utes faced a constant barrage of European and Anglo-American settlers into the region. The immigration of settlers, miners, and ranchers led to the great dispossession of Ute land. Additionally, when the reservation was opened due to the Dawes Severalty Act in 1887 land was divided up among individuals. This led to the checkerboard effect that is illustrated in the attached map.

Show these two maps to the students using a projector, or print it out for students. Have the students compare all three maps, which illustrates the eventual land loss of the Ute Nation. Instruct the students to write what they notice about the maps and their differences over time.

Questions to Ask:

1. How are the original Ute boundaries different from the current boundaries of the Uintah and Ouray reservation?
2. What led to land dispossession?
3. What is immigration?
4. Are there ways to restore lands to the Ute tribe?

Extension: Grades 7-12

Colonization:

In 1851, Utah Indian Superintendent J.H. Holman made a chilling comment about the American Indians that lived in Utah Territory. He stated that they were:

“...very much excited by the encroachments of the Mormons, as they are making settlements, throughout the Territory on all the most valuable lands...The Indians have been driven from their lands and their hunting ground destroyed, without any compensation...they are in many instances reduced to a state of suffering, bordering on starvation.”¹³

Colonization is the act of settling among and displacing an indigenous population. Discuss the process of colonization of Utah, Colorado, and Wyoming with students. This would include exploration of a region by Europeans and Anglo-Americans, the settlement of Mormon pioneers, and encroachment of miners into Ute country.

Have the students write a news article as if they were living in the 1850s about the process of colonization into Ute Country. This will be an editorial, expressing the students’ opinions based on known facts of the status of the Utes at this time and the history of Utes up to this point. In this article, students are to write about the “Ute Question”- meaning how the Utes should be treated by outsiders and what to do about the influx of settlers into the region.

Ute Nation Today:

Over half of all Utes today live on reservations. They face many issues that are unique to many tribes throughout the United States. This includes further land dispossession, recognition, and sovereignty issues.

Have students research current events in Ute issues. They can do so by researching online as well as through newspapers. One such website is: <http://www.utetribe.com/>. Here, they will learn about the current status of the Ute Nation as well as issues that they face.

After researching current events with the Ute Nation, direct students to write a short essay about their findings. This essay should be editorial; students should express their opinions about what they research. Students should then be directed to discuss possible solutions to the problems they come across.

¹³ From Sondra G. Jones, 2019, *Being and Becoming Ute*, 91.

Discussion Questions:

- What are some of the issues that the Ute Nations face today? (Have the students discuss their solutions and ideas regarding Ute current events)
- What is sovereignty? (*The authority of a state or nation to make decisions without interference from another nation*).

Ute Word Search

The American Trapper, General William H. Ashley traveled through Ute country in the Spring of 1825. There, he met a band of Utes and camped with them. He learned and recorded several Ute words. The Ute Word Search, below, has 10 Ute words hidden throughout. In this word search, students will become familiar with some words from the Ute language. Allow the children the opportunity to pronounce the words and compare them to the words in English.

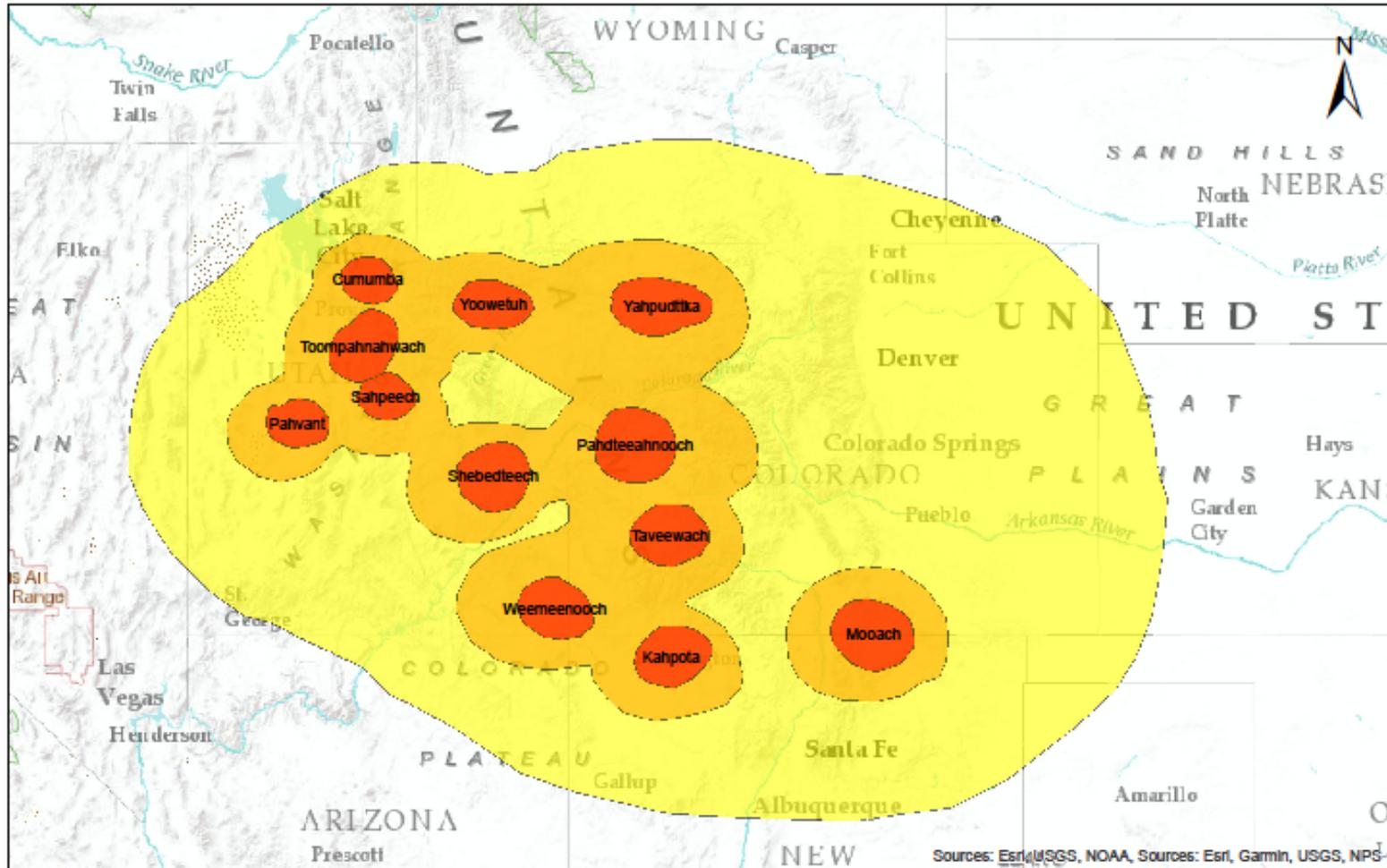
Ute	English
Cothe	Buffalo
Pantuta	River
Tarve	Sun
Martoits	Moon
Nosvint	Man
Marmont	Woman
Tawip	Ground
Kiba	Mountain
Cabar	Horse
Nunke	Beads

P	W	A	K	W	U	S	T	D	B
T	N	B	I	T	W	F	A	A	Q
N	A	C	B	Y	L	X	R	C	H
M	N	P	A	L	S	A	V	I	J
P	P	I	O	Q	T	H	E	L	J
H	C	O	T	H	E	O	T	T	X
C	R	T	E	S	L	E	J	D	I
P	L	A	V	C	A	B	A	R	Y
A	J	W	N	C	Y	N	G	W	A
N	Z	I	J	J	Z	T	I	G	K
T	C	P	B	J	H	M	V	C	W
U	A	G	E	B	E	A	Z	L	P
T	F	I	D	Q	R	R	U	M	G
A	O	N	E	W	I	M	R	N	N
R	I	M	A	R	T	O	I	T	S
S	N	Q	Y	F	B	N	D	J	R
V	U	K	D	A	G	T	M	G	H
G	N	Y	N	O	S	V	I	N	T
B	K	N	U	E	Q	G	N	I	G
G	E	C	K	S	P	U	W	Z	U

Cothe
Pantuta
Tarve
Martoits
Nosvint

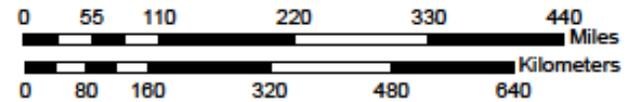
Marmont
Tawip
Kiba
Cabar
Nunke

Ute Bands

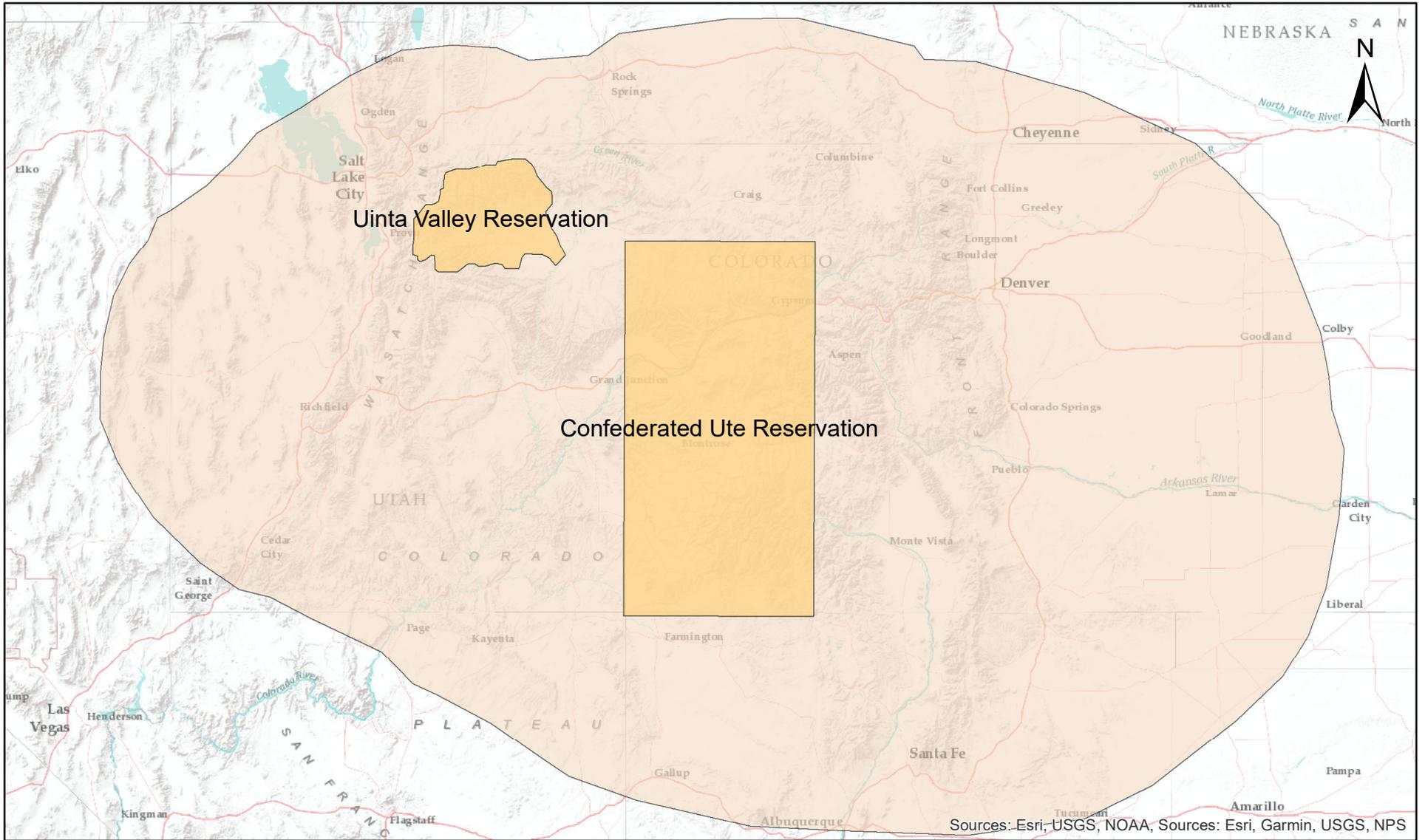


Legend

- Home Lands
- Food Gathering Lands
- Hunting & Trading Lands



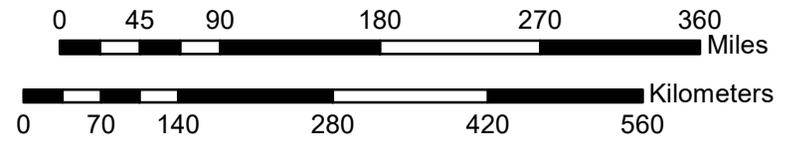
Ute Land 1868



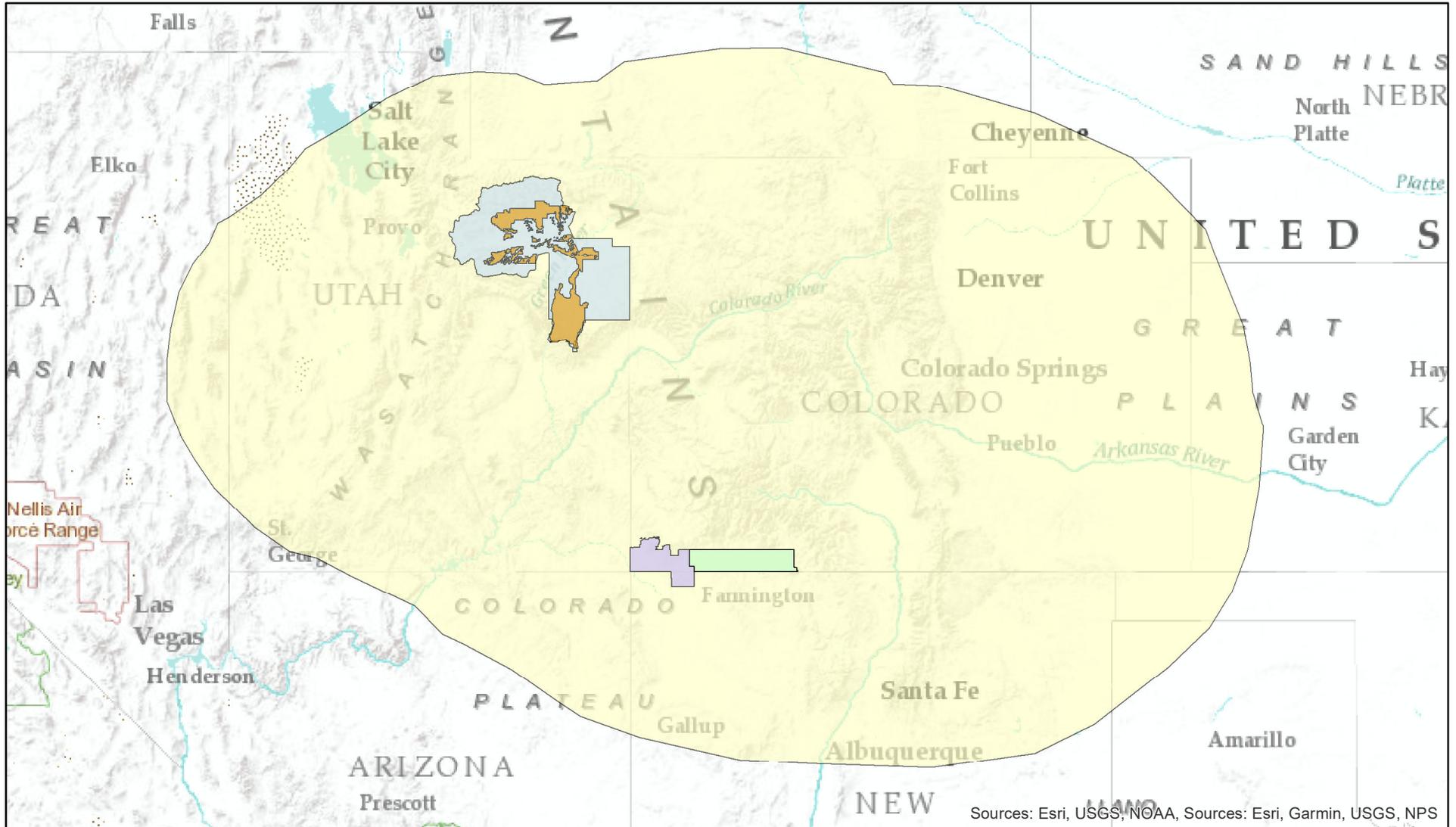
Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

Legend

-  Ute Lands 1868
-  Ute Land



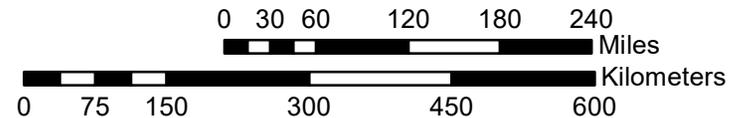
Ute Land Today



Sources: Esri, USGS, NOAA, Sources: Esri, Garmin, USGS, NPS

Legend

-  Ute Land Today
-  Southern Ute Reservation
-  Ute Mountain Reservation
-  Uinta Ouray Reservation
-  Ute Land Pre 1868



Jarvie Ranch Visit Extension

While at Jarvie Ranch, students will have the opportunity to discuss historic Ute lifeways with a Park Ranger.

Works Cited

- Cuch, Forrest S., ed., *A History of Utah's American Indians*. Salt Lake City: Utah Division of Indian Affairs / Utah Division of History, 2003.
- Decker, Peter R. *"The Utes Must Go!": American Expansion and the Removal of a People*. Golden: Fulcrum Publishing, 2004.
- Denison, Brandi. *Ute Land Religion in the American West: 1897-2009*. Lincoln: University of Nebraska Press and American Philosophical Society, 2017.
- Detroit Photographic Co., Publisher. *Utes. Group of Children.*, 1899. (Detroit, Michigan: Detroit Photographic Co) Photograph. Retrieved from Library of Congress. <https://www.loc.gov/item/2017657468> on April 21, 2020.
- Doty, James Duane. "Utah Superintendency," *Annual Report of the Commissioner of Indian Affairs*. U.S. Office of Indian Affairs. United States.
- Fremont, John C. *The Expeditions of John Charles Fremont, Volume I: Travels from 1838 - 1844*. Retrieved from https://archive.org/stream/expeditionsofjoh01fr/expeditionsofjoh01fr_djvu.txt.
- Jones, Sondra G. *Being and Becoming Ute: The Story of an American Indian People*. Salt Lake City: University of Utah Press, 2019.
- Metcalf, Warren. "A Precarious Balance: The Northern Utes and the Black Hawk War," *Utah Historical Quarterly*. Volume 57, Number 1, 1989.
- Mims, Bob. "A Spiritual Reason Utah Tribes Want to Protect Bears Ears: It's Their Eden and Plays into Their Stories of Creation." *Salt Lake Tribune*. April 17, 2018.
- "Mormons Altering Indian Prophecy." *New York Times*. October 1, 1981. Retrieved from <https://www.nytimes.com/1981/10/01/us/mormons-altering-indian-prophecy.html> on February 16, 2020.
- O'Neil, Floyd A. and John D. Sylvester, edited. Compiled by June Lyman and Norma Denver. *Ute People: An Historical Study*. Salt Lake City: University of Utah, 1970.
- Park, McKenna. "Native Americans Advocate Squaw Peak Name Change," *The Daily Universe*. April 27, 2017. Retrieved from <https://universe.byu.edu/2017/04/27/native-americans-provo-city-advocate-squaw-peak-name-change1/> on February 16, 2017.
- O'Neil, Floyd A. and Kathryn L. MacKay. *A History of the Uintah-Ouray Ute Lands*. Salt Lake City: American West Center.
- Smith, Anne M. *Ute Tales*. Salt Lake City: University of Utah Press, 1992.

Smoak, Gregory. Email to author, February 26, 2020.

Spangler, Jerry D. *Paradigms & Perspectives: A Class I Overview of Cultural Resources in the Uinta Basin and Tavaputs Plateau, Volume II*. Salt Lake City: Uinta Research, 1995.

Talmage, Jeremy. "Black, White, and Red All Over: Skin Color in the Book of Mormon." *Journal of Mormon Studies*. Volume 28. 2019. Pages 46-68.

Tennent, William L. *John Jarvie of Brown's Park*, Vernal: Bureau of Land Management, 1981.

"Uintah Not What Was Represented," *Deseret News*, September 25, 1861.

Uintah-Ouray Ute Tribe. *The Ute System of Government*. Salt Lake City: University of Utah Printing Services, 1977.

Uintah-Ouray Ute Tribe. *The Way it Was Told*. Salt Lake City: University of Utah Printing Services, 1977.

Ute Mountain Ute Tribe. *Early Days of the Ute Mountain Utes*. Salt Lake City: University of Utah Printing Services, 1985.

Ute Mountain Ute Tribe. *Ute Mountain Ute Government*. Salt Lake City: University of Utah Printing Services, 1896.

Ute Mountain Ute Tribe. *Ute Mountain Ute Stories, Games, and Noise Makers*. Salt Lake City: University of Utah Printing Services, 1986.

Winkler, Albert. "The Circleville Massacre: A Brutal Incident in Utah's Black Hawk War," *Utah Historical Quarterly* 55, no. 1 (Winter 1987): 4-21.

Appendix: History of the Ute People

While at Jarvie Ranch, students will have the opportunity to discuss Ute lifeways with a Park Ranger.

Utes are part of the Numic, sometimes called Shoshonean, language group. The Shoshonean people are grouped into three major linguistic groups, the Western Shoshonean, Central Shoshonean, and Southern Shoshonean. Utes fall into this last category, the Southern Shoshonean. The Utes call themselves Nuu-ci (or Nuche), which means “The People.”¹⁴

The Utes believe that the Creator, Sinawav, and Coyote were the first ones to live on the Earth. Then, Sinawav cut sticks and placed them in a bag. Sinawav then told Coyote to take the bag to a very specific valley. Coyote became very curious about this bag and its contents. On his way, he opened the bag, and out spilled people speaking all sorts of different languages. These people scattered about. Knowing that he only had a few people left in the bag, he continued to the Sacred Valley. There, he poured the rest of the people out. These people would be very brave. This would be the Ute people.

The Ute people lived in the region that spans the modern-day states of Utah, Colorado, New Mexico, and Wyoming, stretching as far as Kansas for centuries before they came into contact with Spanish explorers, Anglo-American fur traders, miners, and ranchers.

Ute culture is deeply attached to the land. There were several sacred sites within Ute Country. These include Pikes Peak (Tavakav) and the region of Bears Ears National Monument. According to the Ute people the bear that taught them the Bear Dance sleeps at Bears Ears and keeps watch over them.¹⁵

There were twelve bands of the Ute people that lived in this vast range.¹⁶ Each band consisted of kinspeople and close associates. However, it is important to note that these bands were loose organizations where people could intermarry and move between them.¹⁷ The boundaries between bands were very porous. People moved throughout the region in search of game, edible plants, and fish. For example, the Timpanogot Utes lived in the area surrounding Utah Lake, however they traveled into the mountains in search of game. People also moved in and out of various bands as they intermarried and traded.

¹⁴ From Jones, *Being and Becoming Ute*, 2019, p. 8.

¹⁵ From “A Spiritual Reason Utah Tribes Want to Protect Bears Ears: It’s Their Eden and Plays Into Their Stories of Creation,” by Bob Mins, *Salt Lake Tribune*, April 17, 2018.

¹⁶ See “Ute Map 1” for the name and location of each of these historical Ute bands.

¹⁷ From Jerry D. Spangler, *Paradigms and Perspectives: A Class 1 Overview of Cultural Resources in the Uinta Basin and Tavaputs Plateau*, Volume II, 1995.

When explorers, trappers, and traders started coming into Ute Country, Utes controlled the area. They also controlled travel and trade within the region. Other groups, such as the Shoshone traveled into the Ute country often, causing disputes between them. When Europeans came into the region, they typically faced a demand for tribute from the Utes.

Utes lived in two different types of houses depending on location. Eastern Utes lived in tipis, similar to other Plains Indians. Western Utes lived in homes called wickiups, which were hut-like homes with grass roofs.

Utes were adept basket weavers. They wore deerskin leggings and jackets, as well as rabbit-skin robes when the weather was cold. They hunted deer, bison, and fowl and also caught fish in abundance. Additionally, the Utes ate roots, berries, and seeds which they made into a gruel. They traded with the Pueblos and the Navajos for items such as corn, blankets, cotton, sheep, and goats. In return, the Utes provided horses, beaded bags, otter skins, and buffalo robes.

The new economic and social connections made between the Ute and the Spanish traders led to drastic cultural change. As mentioned above, one vehicle for change came with the introduction of the horse. Many speculate about when the Utes gained access to horses, however it is clear that by the 1640s the Utes gained a deep understanding of horse culture, changing the way in which they did business and interacted with other tribes and Europeans. In fact, "Utes acted as the major conduit of horses west of the Rocky Mountains after the Pueblo Revolt of 1680".¹⁸ Horses were a source of wealth and power for the Ute. It also meant more access to big game, slaves, and material wealth. The horse-mounted Ute were intricately connected to the slave trade in the Western United States, with Spanish officials reporting Ute trade in the 1700s.¹⁹

Utes often raided smaller, horseless groups for slaves, then sold them throughout the region. Horses became an integral part of life for some Utes, however not all Utes adopted the horse as a way of life. Perhaps due to a lack of access, Western Utes continued older lifeways, without horses; fishing and gathering were mainstays. Additionally, horses were a less viable option for the Ute the further south and west one goes. This is due to the fact that horses compete for resources with people and forage is generally lacking in that region.²⁰

Along with the horse, weapons often altered the dynamic of power between groups. In the 1700s the Plains Indians had more access to weapons from the French traders, giving them an advantage over the Utes. This started to shorten the Ute reach into certain regions for hunting and trade. At this point, the Ute began to lose ground on their original territories.

¹⁸ From Gregory Smoak, Email message to author, February 26, 2020.

¹⁹ From Jones, *Being and Becoming Ute*, p. 34.

²⁰ From Smoak, Email message to author, February 26, 2020.

Before the end of the eighteenth century, Ute territory would be threatened again, this time by cartographers.

As the Spanish began to colonize North America from the South and West, they saw the Ute as hostile enemies. Trade from the Pueblos decreased leading to an increase of raiding from the Utes. The slave raids led to military expeditions into Ute country. These Spanish run military drills into Ute country destructive in casualties, but also due to the captives that they took away. Spain allowed the taking of captives for labor when they were taken during a “just war.” As early as 1606, Spain started targeting Ute bands. In 1716 another attack led by Governor Martinez against the Ute ended in killing many, starting a war of retaliation that lasted for 30 years.²¹ The borderland between New Spain and Ute country became dangerous grounds for retaliatory attacks and slave raids. Spain decided to reinforce the Chama River Valley by forcing colonists to resettle the previously abandoned region. Through state sponsored settlement, Spain began to encroach upon Ute territory. Utes negotiated for peace in 1752 and at the same time, the Ute became prey to Comanche attacks. The Utes turned to an alliance with the Spanish to fight against Comanche raids. Utes would continue to help the Spanish in ventures against Navajos and Comanches.

As the Utes used alliances with Spain to fight against Comanches, they were also able to gain a more solid foothold in the region. Utes controlled the flow of trade and travel in Ute Country. Spain also benefited from the alliance. It allowed the empire to have a buffer between them and Comanches. It also created inroads into Ute country for trade. Spain then sought new ways into Ute Country seeking silver and gold.

Juan Maria de Rivera led a Spanish funded expedition into Ute Country in 1765. Rivera’s mission was to find Ute country, where the mythical Aztecan Aztlan was to be located. Rivera was also to find a way across the Colorado River. When his Ute guides showed him the crossing, he dismissed them, although this would be the crossing that many used later.

On July 29th, 1776, two Catholic priests, Fray Silvestre Valeze de Escalante and Father Atanásio Francisco Dominguez, set out on an expedition to explore the Great Basin. Later that year, they camped near what is today known as Dinosaur National Monument along the Green River. It was at this time that the Utes met them. Escalante and Dominguez wrote their observations down along with detailed maps of the region. It was due to Escalante’s travels that Spain was able to set up alliances with the Utes. They also mapped out a new passage to the Great Basin through Utah and Western Colorado using mainly American Indian trails.

One such new passage would become known as the Old Spanish Trail. The Old Spanish Trail was monumentally important to future traders and explorers as they would follow the

²¹ From Jones, *Being and Becoming Ute*, p. 37-39.

same path into Ute country. The new road would continue to bring in threats to the boundaries of the Ute people as Europeans continued to explore the region.

The Old Spanish Trail became integral to the North American Fur trade and Ute country sat at the center of it all. Several fur traders and trappers, often referred to as Mountain Men, traveled into the Uinta Basin and Uinta Mountains between 1812 and 1847. Utes often allied themselves with various fur trappers based on shifting political climates.

The Ute set up partnerships with several fur traders and trappers. These Mountain Men, in turn, set up several forts throughout the Uintah Basin and Colorado Plateau to streamline the trade process. Three major forts were built in this region: Fort Uncompahgre, Fort Uintah, and Fort Davy Crockett. Here, Europeans and Americans exchanged goods for hides. For example, they received elk, otter, beaver, mountain sheep, and deer hide from Ute and Shoshone traders. Competition was fierce and Utes were known to go to Fort Uintah with these hides in exchange for tools, guns, and ammunition.

While trade benefited both groups, it had a devastating effect on the wild life throughout the region. One of the last rendezvous for the fur trade was at Brown's Park.²² William T. Hamilton stated:

Several traders had come from the states with supplies, and there was quite a rivalry among them for our furs...Besides the trappers, there were at the rendezvous many Indians -- Shoshones, Utes, and a few lodges of Navajos -- who came to exchange pelts for whatever they stood in need of. Take it all in all, it was just such a crowd as would delight the student were, he studying the characteristics of the mountaineer and the Indian. The days were given to horse racing, foot racing, shooting matches; and in the evening were heard the music of voice and drum and the sound of dancing.²³

The last rendezvous was held in 1842. This was in part due to a decline in the global market for fur. In addition, fur bearing animals were over hunted to fuel the trade. As such, the period of time that the Mountain Men were actually influential in the West was relatively short.

With the loss of so many game animals, Utes eventually had to rely on begging and stealing to get access to food and goods. This left settlers and travelers through the region uneasy and oftentimes the situation turned to violence.

Following the short, yet intense, fur trade, several American expeditions set out to explore the American West. A fascination with the West, expansion, and discovery had taken the nation, especially following the Mexican American War. John C. Fremont was the first American government explorer sent to chronicle the West in 1843. Fremont first entered the Uinta Basin on his way back East during his first expedition. Of Brown's Park, he noted that it was

²² John Jarvie Ranch is located within Brown's Park.

²³ From William L. Tennent, *John Jarvie of Brown's Park*, 1981, p. 15.

“considered among the most dangerous war-grounds in the Rocky Mountains.”²⁴ While Fremont did not often comment on the American Indian populations that he encountered often, his expeditions produced many maps and detailed descriptions of the areas in which he traveled.

Fremont’s expeditions into and through Ute country opened up the region for American and Mexican settlers.²⁵ Mormon settlers rushed into the area after the summer of 1847. They first settled the Salt Lake Valley, but quickly turned to other areas within the region. These settlers set up military forts against the Utes and continued to settle. They often took land away without any compensation to the American Indians in the region.²⁶

In 1848, as the Mexican American War ended, many Americans in both the South and the North viewed the West as a place to renew the market and expand slavery. They saw new opportunities in the West. That American Indians had lived there for centuries did not matter. These new settlers were determined to take the land as they saw fit. Additionally, the federal government had made promises to New Mexicans that they would be protected from American Indian attacks. This created an enemy out of the Utes and other American Indians. The government sought ways to deal with the “Indian Problem” and the land.

In 1849, the Capote band leader, Chief Quixiachiate and twenty-seven other leaders met with James C. Calhoun, New Mexico’s Indian agent. The leaders signed a formal treaty that authorized the federal government to have control over all of the Utes. Quixiachiate did not have the tribal authority to make such a move. Many Utes rejected the legitimacy of the 1849 treaty. The treaty also allowed the federal government to set up reservations, to force agriculture, and settlement. This early treaty would be used to justify future treaties all under the pretense that a united Ute confederation existed, when this was not the case.

Federal Indian policy involved the assimilation of American Indian populations into sedentary, agricultural people. Mormon policy followed suit, but with a religious slant. The Church of Jesus Christ of Latter-Day Saints believed that the American Indians were descended from the biblical House of Israel that had traveled to the Americas and had fallen from the grace of God. The Mormons also believed that it was their duty to save the American Indians through baptism and intermarriage. Doing so would make them “white and delightsome.”²⁷

²⁴ From John C. Fremont, *The Expeditions of John C. Fremont, 1838-1844*, p. 708.

²⁵ The Mexican War with Spain had just ended, making much of the West part of Mexico. Ute country was now within the political borders of Mexico. This did not stop American settlers from moving into the region. When gold was discovered in California, more pressures would be felt as miners and prospectors moved through the region in large numbers.

²⁶ From Jones, *Being and Becoming*, pg. 78-80.

²⁷ From “Mormons Altering Indian Prophecy,” *New York Times*. October 1, 1981, Retrieved from <https://www.nytimes.com/1981/10/01/us/mormons-altering-indian-prophecy.html> on February 16, 2020. See also Jeremy Talmage, “Black, White, and Red All Over: Skin Color in the Book of Mormon,” *Journal of Mormon Studies*, Volume 28, 2019, pgs. 46-68.

In practice, the Mormons attempted to assimilate the American Indians. They sent missionaries to proselytize and baptize many people. Whether or not the Mormon theology was completely accepted by these new American Indian converts is up for debate. It is possible that the American Indians saw baptism as a diplomatic tool used to create relationships with the newly arrived Mormons.

In addition to religious adoption, Brigham Young, then the leader of the Mormon church, expected American Indians to assimilate to an agricultural way of life. This was vastly different from the semi-nomadic lifeways of the Utes. Agriculture required a sedentary strategy.

Additionally, agriculture and ranching changed local ecosystems, drastically altering Ute access to game. As an increasing number of Mormons colonized the region, the Ute people felt even more pressure on their livelihoods. Not only was land openly stolen from the Ute, it was increasingly difficult for them to live as they had for the previous centuries. With hunting on the decline, due to pressure from fur trappers and over immigration into the region, Utes were often left with no choice but to rely on the colonizers for food and goods. Also, although the Mormon leadership often talked of keeping good relationships with the American Indians, many Mormons did not keep the peace.

A Timpanogos elder, "Old Bishop," was murdered over the suspicion that he stole a shirt by three Mormon settlers (Jerome Zabrinky, John R. Stoddard, and Richard Ivie). The men mutilated the body and attempted to hide the evidence by throwing Old Bishop's remains in the Provo River. When the body was discovered, the Utes were furious. They demanded justice by handing over the killers. When the Mormons refused, Ute leaders took matters into their own hands; Ute theft of cattle increased. Utes and Mormons stocked up on munitions and supplies. Tensions continued to rise and in no time, Fort Utah was under siege and running practice drills. With the support of Brigham Young, Mormon leader Parley P. Pratt, and John W. Gunnison, punitive action was taken. Young wrote, "I say go kill them...Let the women and children live if they behave themselves...We have no peace until the men [are] killed off."²⁸ It would not be until four years later that the truth of Old Bishop's murder would be explained to Young.

On February 8, 1850, Peter Conover led troops to Utah Valley and attacked Chief Opecarry's and war leader Pariat's camp. For two days Utes held off the attack. The sick and injured fled during the night through two feet of snow, some heading south and others toward Rock Canyon. Major General David H. Wells pursued these refugees and attacked them at Goshen Marsh. The results were disastrous for the Utes. The women and children were taken prisoners. The men were all killed. The following day, Stansbury had the heads of all the dead Ute men removed to take as trophies and scientific research.²⁹ The work of war was far from over. The troops then headed to Rock Canyon to kill those camped there.

²⁸ From Jones, *Being and Becoming*, p. 85.

²⁹ From Jones, *Being and Becoming*, p. 86.

Many had already died of exposure or disease. Pariats' wife was among the deceased having fallen to her death after an attempt to climb the cliffs and get away from attackers.³⁰

Life was becoming increasingly difficult for Utes. Utah Indian Superintendent J. H. Homan stated that they were:

Very much excited by the encroachments of the Mormons, as they are making settlements, throughout the Territory on all the most valuable lands...The Indians have been driven from their lands and their hunting ground destroyed, without any compensation...they are in many instances reduced to a state of suffering, bordering on starvation.³¹

In 1853, Utah Valley again saw war between Mormon settlers and Utes. The Walker War started after failed negotiations to settle the case of the murder of two Utes. As hostilities continued, Sowiette sued for peace. Settlers arrested and threatened to shoot him. He, and his band quickly left for Uintah Valley to escape further violence. Other Ute leaders also sought peaceful negotiations, including White Eyes and Antero.

The Walker War was characterized by several retaliatory killings and cattle theft. Brigham Young talked of creating peace and yet Mormon settlers in Utah Valley refused to obey. Although he was warned of the danger, Captain Gunnison continued into the region with a government survey crew. He was killed by a Pahvant man in retaliation for the killing of his father. The Gunnison incident caused the Walker War to end. Wakara and Young attempted once more to create peaceful negotiations, but the Governor expected the sale of Ute land and Wakara refused. In response, Brigham Young threatened to excommunicate Wakara.³² Wakara, in turn, attempted again to negotiate peace with his own demands. He wanted "full economic freedom, no interference with Mexican traders, and a large number of presents to cement the peace."³³ Young refused to accept Wakara's terms. Brigham Young counter offered with gifts. The two sides came to an eventual peace on May 11th.

Unfortunately, peace was not enough to save Utes from starvation and disease. Overcrowding from colonization, agriculture, and ranching altered the landscape. Water became a rare resource for the Utes, where before it was plentiful and accessible. Hunting ground and fishing spots had all been taken over by settlers and were depleted of resources. Timber was cut down, leveling forests as well. Winters were deadly, and without valuable

³⁰ Mormon and American settlers renamed this location "Squaw Peak." For current events regarding Squaw Peak and its naming, see McKenna Park, "Native Americans Advocate Squaw Peak Name Change," *The Daily Universe*, April 27, 2017. Retrieved from <https://universe.byu.edu/2017/04/27/native-americans-provo-city-advocate-squaw-peak-name-change1/> on February 16, 2020.

³¹ From Jones, *Being and Becoming*, pg. 91.

³² From Jones, *Being and Becoming*, pg. 103.

³³ From Jones, *Being and Becoming*, pg. 105.

hides, fire wood, and the ability to move, the Utes had few options. By the end of the 1850s, life for the Utes had changed drastically.

Industries such as cattle and sheep ranching began to rise since the 1770s as demand for wool textiles rose. Land was in short supply and so the industry expanded North into New Mexico. After the Mexican-American War, which ended in 1848, settlers rushed into New Mexico and Colorado territories using the Old Spanish Trail in the spirit of enterprise. The illegitimate 1849 treaty did little to stop predations on American Indians in the region.

Using maps from explorers such as John C. Fremont, the Transcontinental Railroad sent surveys into Ute country starting in 1853. Topographical maps were not the only result of these surveys. Immigrants started coming into the region by the thousands. The new railroads would fuel the burgeoning cattle industry and the expanding nation.

During the Walker War of the mid 1850s, many Ute bands became tired of war and wary of Mormon settlers. The Uinta Basin was deemed unsuitable for agriculture and Euro-American settlers by George Washington Bean in 1852. Sent to the region by Brigham Young, Bean concluded that the “finest timber was here [Uinta Basin], but not much land in a body suitable for cultivation.”³⁴ As such, Young did not send Mormon settlers into the region.

As settlement in the Utah, Sanpete, and Sevier Valleys increased so did the demand for additional Ute lands. The displacement of Utes and the tension of wars caused Ute bands to move into the Uinta Basin. One solution was the creation of Ute farms, which were, in reality, small reservations.³⁵ Mormon settlers and the federal government both decided that agriculture was the best route for American Indians. These farms were highly unsuccessful. The winter of 1859-1860 was especially difficult for Utes. Many died of starvation and exposure. Utes turned again to theft of Mormon cattle.

Mormon leaders urged the United States government to create a reservation for the Utes. In 1861, Henry Martin, then Indian agent for the region, petitioned the federal government to create a reservation in the Uinta Basin. The region was reported to be without an “oasis” and was “one vast ‘contiguity of waste,’ and measurably valueless, excepting for nomadic purposes, hunting grounds for Indians and to hold the world together.”³⁶ Being unsuitable for Euro-American settlement, politicians argued that it was perfect for American Indians. President Abraham Lincoln established the Uintah Reservation on October 3, 1861. By 1865, all Ute claims to lands in Utah were terminated. Mormon expansion into the Sanpete and Sevier Valleys, the failed responsibility of the federal government to provide provisions, and the starvation that resulted in neglect during the Civil War created the circumstances that

³⁴ From Spangler, *Paradigms and Perspectives*, pg. 699.

³⁵ From Warren Metcalf, “A Precarious Balance: The Northern Utes and the Black Hawk War, *Utah Historical Quarterly*, Volume 57, Number 1 (Winter 1989): pgs. 24-35.

³⁶ From “Uinta Not What Was Reported,” *Deseret News*, September 25, 1861.

led to the Black Hawk War.³⁷ The series of raids were also connected to the extreme loss of hunting grounds and game in the region. James Duane Doty reported that he found the Utes “in a state of destitution, and suffering severely from want of food and clothing, and no provision had been made for their relief.”³⁸

The Spanish Fork Treaty was created in June of 1865. Several Ute leaders, Superintendent of Indian Affairs, Oliver H. Irish, and Brigham Young entered into negotiations. Many of the Ute band leaders agreed to the terms of the treaty which included money, protection, and homes if they signed and would be removed to the Uinta Basin. However, the following winter was especially harsh and the federal government failed to follow through on their end of the treaty. Those leaders that did not agree to the Spanish Fork Treaty connected with Ute bands and other tribes.³⁹

Band leader, Black Hawk (Autenquer), directed raids on Euro-American cattle and Mormons traveling into and through the region starting in 1864. While possibly not a full blown incursion, the Black Hawk War was, in reality, an increased series of raids by less than a hundred hungry Utes.⁴⁰ Several Utes, though not directly involved in the raiding, offered support in the form of ammunition, boarding, and food to Black Hawk’s band, even though they were warned not to by the federal government. A handful of band leaders, including Sanpitch, were arrested on charges of providing ammunition to Black Hawk. Sanpitch was subsequently wounded while in a Manti jail. Mormon militiamen killed the wounded man as he tried to escape.⁴¹ The Black Hawk war was brutal, costing many lives on both sides. While the American Indians involved focused mainly on stealing cattle, they also killed several civilians. However, the largest act of violence during this time occurred at Circleville in 1866. The Circleville Massacre was the greatest massacre of American Indians in Utah history, with a loss of multiple Paiute lives after the settlers killed captive men, women, and children.⁴²

In Colorado, dispossession occurred differently than in Utah. Utes in Colorado and New Mexico faced an ever-increasing population of immigrants into the region, beginning in 1847. The federal government first espoused similar policies as the Mormons; that of assimilation, extermination, and later of conciliation. However, none of these strategies were satisfactory until the forced removal of Utes to reservations.

³⁷ From Warren Metcalf, “A Precarious Balance: The Northern Utes and the Black Hawk War,” *Utah Historical Quarterly*, Volume 57, Number 1, 24-35.

³⁸ From James Duane Doty, “Utah Superintendency,” *Annual Report of the Indian Affairs*, U.S. Office of Indian Affairs, United States, 198.

³⁹ Spangler, *Paradigms and Perspectives*, 699-712.

⁴⁰ From Metcalf, “A Precarious Balance,” *Utah Historical Quarterly*, 26-28.

⁴¹ From Spangler, *Paradigms and Perspectives*, 699-712.

⁴² From Albert Winkler, “The Circleville Massacre: A Brutal Incident in Utah’s Black Hawk War,” *Utah Historical Quarterly*, Volume 55, Number 1, (Winter, 1987), pg.122-129.

The process of removal in Colorado was prompted by the discovery of gold in 1858 and lasted until the 1870s. Suddenly, prospectors and miners poured through the “southern and eastern boundaries of Ute homelands as well as the passes they used to access the Plains.”⁴³ Once Colorado was established as a territory in 1861, federal officials started searching for solutions to American Indians who inhabited the region. This included the Ute.

Similarly to Utah, the Utes in Colorado and New Mexico felt the crunch of colonization by Euro-American settlers. Hunting lands were decimated and eventually controlled by Euro-Americans as well as Plains Indians. The Utes in this region had to resort to begging and theft in order to survive. Raids on settlers occurred where Utes were becoming most desperate for food and supplies. This changed by the 1860s, as it became increasingly clear that the American military was quite powerful, especially after the Civil War. A handful of leaders from the Mouache, Capote, and Tabeguache Utes eventually turned to diplomatic solutions.

In 1863, a few Utes gathered at Conejos to negotiate a treaty, which included representatives from the Tabeguache and Grand River bands. The leaders in attendance were considered leaders of a non-existent confederated Ute tribe, where in reality no such singular tribe existed. The 1863 Tabeguache Treaty established legal precedent for future treaties even though it was not, in fact, representative of the entire Ute Nation. Among those that signed the treaty included Ouray (U-ray), Colorow, and Nevava (Novavetuquaret).⁴⁴ Included in the treaty was a cession of land that belonged not to those in attendance, but to other Ute bands. The lands included in the treaty would house future mines. Included in the arrangement was the unstated understanding that smaller reservations would be set up once these mines were established. The federal government was to provide provisions, money, and protection. Part of this agreement included agricultural and ranching equipment. The treaty was misunderstood by the signatories as they believed they were establishing a boundary for their hunting grounds. The treaty was ratified by Congress, however the provisions from the federal government fell short of the treaty’s obligations.

Additional gold and silver mines were found throughout the 1860s resulting in an influx of Euro-American settlers into Ute country. While some American policy makers argued for a more forceful approach to American Indian removal, others sought peaceful solutions. Utes were again urged to enter into new treaty arrangements. A delegation of ten Ute leaders traveled to Washington, along with Kit Carson, to sign a new treaty. On March 2, 1868, they created the Ute-Kit Carson Treaty. This treaty created a Confederated Ute Reservation, which would be fifteen million acres in Western Colorado. It is important to note that the Utes who signed the treaty did so with the understanding that they would not be confined to a specific district. The reservations, to them, were lands reserved for hunting. They did not expect to be restricted to such an area. Instead, the federal government insisted on

⁴³ From Jones, *Being and Becoming Ute*, 120.

⁴⁴ From Jones, *Being and Becoming*, pg. 122-129.

relocating the Utes to the reservation. A few months after the 1868 treaty was signed, two-thousand Utes gathered in Colorado to protest the treaty. Unfortunately, their protests did nothing to change the provisions of the treaty. Additionally, even though the treaty provided protection to the Utes from American incursions, the military withdrew its services from the reservation. Prospectors continued to pour into the reservation in search of gold.

Utes began to become agitated at the increase of settlers and prospectors into the reservation. While at the same time, Coloradoans sued the federal government to reduce Ute lands. They argued that the Utes had too much land for the number of occupants. Additionally, silver and gold mines were found within the reservation. Congress then passed the 1871 Indian Appropriations Act with a provision that prohibited all future treaty making. By the end of 1872, all Indian nations were considered dependent nations of the United States. As such, Indian agents and the Utes gathered to create a new agreement, not a treaty. After several attempts to come to an arrangement, the Brunot Agreement was signed in 1873 which ceded lands in southwest Colorado due to the discovery of silver mines. This agreement reduced Ute lands.

By the time the Brunot Agreement was ratified, many Utes expressed disagreement with the conditions of the arrangements. While they retained hunting rights, they again lost a good portion of their lands. By the 1870s, many Mormons and Coloradeans saw fertile grazing lands in Ute reservations. Additionally, Ute populations began to decline dramatically due to starvation, war, and disease.⁴⁵

During this time of forced removal to reservations, the federal government insisted on making the Utes and all American-Indians learn to live in Euro-American lifeways, that is: agriculture and ranching. Many Utes despised this. In 1878, Nathan C. Meeker became the agent of the Yampa, or White River, Utes in northwestern Colorado. Meeker believed that he could create white men out of the Utes there. He forced them to build houses and to farm. When Meeker plowed through a prized horse track, many Utes became incensed and fired off shots. Meeker then sent for the Army. Utes interpreted this as a movement toward war. When the Army, led by Major Thomas T. Thornburgh, marched into the Ute reservation, Utes, led by Colorow, attacked. Thornburgh was killed in the battle and the Army troops lay under siege for several days. During this time, Utes led an attack against the agency, killing Meeker and a dozen others, and took his wife and children hostage. Ouray negotiated the release of the hostages weeks later.

Colorado politicians used the incident as an excuse to further dispossess Utes in the state. They insisted that the Utes could not be trusted to live in peace. Subsequently, Colorado Utes were forced to move to the Uintah Reservation. Much of the land was not suitable for agriculture. The Uncompahgre Reservation was established in 1882 by President Chester A. Arthur, but much of the land was desert.

⁴⁵ From Spangler, *Paradigms and Perspectives*, pg. 707.

In 1887 Congress passed the General Allotment Act, which is also known as the Dawes Severalty Act. The Dawes Act changed the way in which reservations were maintained. Instead of having a reservation which benefited the collective Indian nation, allotments of 40, 80, or 160 acres were given to individual tribal members. The rationale behind the division of land was to open up land for Euro-American settlement. This resulted in a checkerboard pattern of private lands within reservations. Once gilsonite, a form of asphalt, was found in the Uintah Basin in 1888, land was quickly opened up for settlement and mining. This vein was located directly inside of what was the Uncompahgre Reservation.⁴⁶ By 1898, Uncompahgre land was opened for legal mining. Utes were further dispossessed of their lands as another land rush commenced.

A delegation of Ute tribal leaders went to Washington to insist that the federal government uphold treaty and agreement obligations. In response, President Theodore Roosevelt set aside over a million acres of the reservation for the Uinta Forest Reserve, created a townsite, and opened Ute land for homesteading. 282,460 acres were set aside as tribal lands.⁴⁷ The proclamation created yet another land rush of Euro-American settlers into the region.

The White River band (Yampahs) of Utes were especially outraged by the loss of their way of life. As more land was lost to American settlers and starvation continued, they decided to leave the reservation. While the press at the time represented this group of disgruntled Utes as dangerous and suing for war, the fact of the matter is that they were instead seeking a peaceful resolution to the depredations on their lands and a return to previous lifeways.⁴⁸ Led by Red Cap, the White River Utes left Utah and traversed through Wyoming. Wyoming settlers became uneasy with the caravan of Utes traveling through their state and attempted to get the federal government to take action. However, because the Utes were peaceful, no action could be taken. Captain C.G. Hall, the Ute agent in Wyoming stated:

As long as they [the Indians] are peaceful and do not threaten hostility it does not seem that the Federal Government would be justified in interfering with them. Moral suasion has been used with little apparent effect in inducing them to return to their homes, it would therefore seem at present that the case is one for the local authorities rather than for this Department.⁴⁹

The Utes' peaceful journey took them through Wyoming and into South Dakota. However, the people of Wyoming continued to push for federal assistance in removing the Utes. Major-General Greely sent the Tenth Cavalry to discuss the matters at hand with Chief Appah. While there, additional soldiers were sent in to "overawe them and persuade them to return

⁴⁶ From Spangler, *Paradigms and Perspectives*, pg. 730.

⁴⁷ From Spangler, *Paradigms and Perspectives*, pg. 730.

⁴⁸ From Floyd O'Neil, "An Anguished Odyssey: The Flight of the Utes 1906-1908," *Utah Historical Quarterly*, Volume 36, Number 4, pgs. 315-327.

⁴⁹ From O'Neil, "An Anguished Odyssey," pg. 321.

quietly to their homes.”⁵⁰ From there, they were escorted to Fort Meade, South Dakota. Once in South Dakota, the Utes sought the assistance of the Sioux. Unfortunately, the Sioux were unwilling, and quite possibly, unable to help the wandering Utes.

The White River band faced a dilemma: fight alone, turn around and go back to their reservation, or stay and work for two dollars a day.⁵¹ Some of the Utes decided to take jobs with the railroads. One of these railroads refused to pay Utes after losing money. Other Utes went to Rapid City to work on roads and fences. Government agents insisted that the Utes sell their horses, but the Utes refused as this was a source of wealth. By 1908, many Utes expressed wishes to return home to the Uinta Basin. The federal government offered to help and paid them \$9,920 to assist on the route back to Utah.⁵²

Today, the Ute remain a very versatile people. Many of the Ute tribe are divided among the three reservations. The Uintah and Ouray Reservation is located in northeastern Utah. The Ute Mountain Reservation is located in the southwest corner of Colorado. The Southern Ute Reservation is just east of the Ute Mountain Reservation. The Ute celebrate their culture through art, basketry, intricate beadwork, song, and dance. They have annual celebrations that include the Bear Dance and powwows. The Ute have an active tribal government that promotes sovereignty and the needs of Ute tribal members.

⁵⁰ From O’Neil, “An Anguished Odyssey,” pg. 323.

⁵¹ From O’Neil, “An Anguished Odyssey,” pg. 325.

⁵² From O’Neil, “An Anguished Odyssey,” pg. 325-326.



**John Jarvie
Historic Ranch:
Jarvie Ranch
Extension,
Ute Lifeways**

Authored by: Amanda Scheuerman

LESSON PLAN DETAILS

Time Frame: 30 minutes

Group Size: 1-30

Intended Learning

Outcome: Students will gain an understanding of the Ute culture and their historic lifeways.

Jarvie Ranch Extension: Ute Lifeways

By: Amanda Scheuerman

Background for Ranchers

Prior to teaching this lesson, ranchers should know the history of the Ute people. See accompanying lesson plan.

Students visiting the John Jarvie Historic Ranch will have an opportunity to discuss Ute lifeways and culture with visiting students. The Ute tribe lived in Utah, Wyoming, Colorado, and New Mexico prior to European colonial settlement. They seasonally lived in Brown's Park as well.

Background for Students

Prior to beginning this lesson, students should learn about the history of the Ute. See accompanying lesson.

Ute Lifeways and Culture

The Ute lived in a variety of ways which differed according to region and band. The original word that the Utes called themselves "Nuu-ci" or "the People." The word "Ute," or "Yuta"

came from the Spanish. Brown's Hole was called "A-kum-pu-wo-kuts" which meant Sunflower Valley.⁵³

According to Ute tradition, the Utes lived in Utah, Colorado, Wyoming, and New Mexico since the time that Sinawav (the Creator) and Coyote placed them here. Sinawav asked Coyote to carry a bag of sticks to a sacred valley. Coyote was incredibly curious and opened the bag several times along the way. Each time he did, he released people. Finally, Sinawav learned of this and firmly instructed Coyote to carry the rest to the sacred valley. Coyote did this and released the Ute people into the region. Sinawav said that these people would be very strong and brave.

The Ute as a whole were historically made up of twelve bands. These bands today make up the Northern Ute, Southern Ute, and Ute Mountain Ute tribes. Bands were loosely organized extended family and kin groups that lived, hunted, and gathered together that were historically led by older members or those that earned such positions.

The Ute lived in family groups of around 20-100 people. Hunting and gathering occurred seasonally depending on the region the band lived in. Culture was also influenced by regions and neighboring tribes. The Ute people that lived further west, for example in Utah Valley, lived in domed willow houses. Those that lived further east lived similar to the Plains American Indians and lived in teepees.

Ute men hunted buffalo, deer, antelope, rabbit, and beaver. They also fished in the rivers, lakes, and streams that made up their homelands. Women gathered seeds, roots, nuts, and berries and processed meat. The Ute wore robes made from rabbit skins and from leather. Some of the Ute bands acquired the horse after the arrival of the Spanish. Horses then became integral to Ute culture. Ute women excelled at basketry, creating works of art that were also quite functional.

Many of the Ute tribe are divided among three reservations. The Uintah and Ouray Reservation is located in northeastern Utah. The Ute Mountain Reservation is located in the southwest corner of Colorado. The Southern Ute Reservation is just east of the Ute Mountain Reservation. The Ute celebrate their culture through art, basketry, intricate beadwork, song, and dance. They have annual celebrations that include the Bear Dance and powwows. The Ute have an active tribal government that promotes sovereignty and the needs of Ute tribal members.

BIBLIOGRAPHY

⁵³ Spangler, *Paradigms and Perspectives*, 721-722.

- Cuch, Forrest S., ed., *A History of Utah's American Indians*. Salt Lake City:Utah Division of Indian Affairs / Utah Division of History, 2003.
- Decker, Peter R. "The Utes Must Go!": American Expansion and the Removal of a People. Golden: Fulcrum Publishing, 2004.
- Denison, Brandi. *Ute Land Religion in the American West: 1897-2009*. Lincoln: University of Nebraska Press and American Philosophical Society, 2017.
- Jones, Sondra G. *Being and Becoming Ute: The Story of an American Indian People*. Salt Lake City: University of Utah Press, 2019.
- "Mormons Altering Indian Prophecy." *New York Times*. October 1, 1981. Retrieved from <https://www.nytimes.com/1981/10/01/us/mormons-altering-indian-prophecy.html> on February 16, 2020.
- O'Neil, Floyd A. and John D. Sylvester, edited. Compiled by June Lyman and Norma Denver. *Ute People: An Historical Study*. Salt Lake City: University of Utah, 1970.
- Park, McKenna. "Native Americans Advocate Squaw Peak Name Change," *The Daily Universe*. April 27, 2017. Retrieved from <https://universe.byu.edu/2017/04/27/native-americans-provo-city-advocate-squaw-peak-name-change1/> on February 16, 2017.
- O'Neil, Floyd A. and Kathryn L. MacKay. *A History of the Uintah-Ouray Ute Lands*. Salt Lake City: American West Center.
- Smith, Anne M. *Ute Tales*. Salt Lake City: University of Utah Press, 1992.
- Smoak, Gregory. Email to author, February 26, 2020.
- Spangler, Jerry D. *Paradigms & Perspectives: A Class I Overview of Cultural Resources in the Uinta Basin and Tavaputs Plateau, Volume II*. Salt Lake City: Uinta Research, 1995.
- Stewart Brothers, Copyright Claimant. *Ute Indian Camp, Garden of the Gods, Shan Kive*. Colorado United States, ca 1913. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2007661907/>.
- Talmage, Jeremy. "Black, White, and Red All Over: Skin Color in the Book of Mormon." *Journal of Mormon Studies*. Volume 28. 2019. Pages 46-68.
- Uintah-Ouray Ute Tribe. *The Ute System of Government*. Salt Lake City: University of Utah Printing Services, 1977.
- Uintah-Ouray Ute Tribe. *The Way it Was Told*. Salt Lake City: University of Utah Printing Services, 1977.
- Ute Mountain Ute Tribe. *Early Days of the Ute Mountain Utes*. Salt Lake City: University of Utah Printing Services, 1985.

Ute Mountain Ute Tribe. Ute Mountain Ute Government. Salt Lake city: University of Utah Printing Services, 1896.

Ute Mountain Ute Tribe. Ute Mountain Ute Stories, Games, and Noise Makers. Salt Lake City: University of Utah Printing Services, 1986.

Winkler, Albert. "The Circleville Massacre: A Brutal Incident in Utah's Black Hawk War," Utah Historical Quarterly 55, no. 1 (Winter 1987): 4-21.