



'95 - '05

Grade Levels: Middle or High School

Overview:

Students explore and present historical, cultural, and technological milestones that occurred between the years 1995-2005 and are relevant to the play *Cowboy Bob*.

Supplies:

1. Pen or pencil
2. Something to make notes with/on
3. Access to the internet
4. Optional: Presentation software and Smartboard/projector

Steps:

1. Have students explore the real-life story of Peggy Jo Tallas, told in several mediums on the Alley's Re-Sourced guide, including [this video](#) or [this article](#). Students should note any ways in which the time period could affect the story.
2. Assign each group a specific topic from the following list:
 - Technology and the Internet: This topic can cover the rise of the internet, the dot-com boom and bust, and the growth of technology companies such as Microsoft, Apple, and Google.
 - Politics and World Events: This topic can cover the election of Bill Clinton, the impeachment of Bill Clinton, the war on terror, and the 9/11 attacks.
 - Pop Culture and Entertainment: This topic can cover the rise of boy bands, the popularity of teen movies such as *Clueless* and *Mean Girls*, and the emergence of reality TV shows such as *Survivor* and *American Idol*.
 - Fashion and Trends: This topic can cover the popularity of grunge and alternative fashion, the rise of hip-hop fashion, and the emergence of low-rise jeans and crop tops.
3. Instruct each group to research their assigned topic using a variety of sources.
 - Each group should compile their research into a presentation using PowerPoint or Google Slides. The presentation should include information on the historical, cultural, and technological changes that occurred during the years 1995-2005.
4. Each group presents their findings to the class using a projector or Smartboard. Each presentation should be approximately 10-15 minutes long.
5. After each presentation, the class should engage in a discussion on the topic presented. Students should ask questions, offer feedback, and share their own knowledge and experiences related to the topic.
6. Ask students to articulate how the findings might affect the world of the play.
 - Would any of the milestones have a direct impact on the life of Peggy Jo or Rena? How? Why?
 - What resonated with you in general? What stands out? Why?
 - What new things did you learn?