

119TH CONGRESS
1ST SESSION

H. R. 768

To require a study on Holocaust education efforts of States, local educational agencies, and public elementary and secondary schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 28, 2025

Mr. GOTTHEIMER (for himself, Mr. McCAUL, Mr. GOLDMAN of New York, Mr. FITZPATRICK, Ms. STEVENS, Mrs. KIM, Ms. ANSARI, Mr. AUCHINCLOSS, Mr. BACON, Mr. BILIRAKIS, Ms. BONAMICI, Mr. BOYLE of Pennsylvania, Ms. BROWNLEY, Mr. CARBAJAL, Mr. CARSON, Mrs. CHERFILUS-McCORMICK, Mr. CISNEROS, Mr. COHEN, Mr. COSTA, Mr. CUELLAR, Mr. DAVIS of North Carolina, Ms. DEAN of Pennsylvania, Mr. DOGGETT, Mrs. FLETCHER, Ms. LOIS FRANKEL of Florida, Ms. FRIEDMAN, Mr. GARBARINO, Ms. GILLEN, Ms. HOULAHAN, Ms. HOYLE of Oregon, Ms. KAPTUR, Mr. KEAN, Mr. KUSTOFF, Mr. LaLOTA, Mr. LANDSMAN, Mr. LATIMER, Mr. LAWLER, Mr. MAGAZINER, Ms. MALLIOTAKIS, Ms. MCBRIDE, Ms. MENG, Mr. MOSKOWITZ, Mr. MOULTON, Mr. NADLER, Mr. NORCROSS, Mr. PANETTA, Mr. PETERS, Mr. RASKIN, Mr. RYAN, Ms. SALAZAR, Mr. SCHNEIDER, Ms. SCHOLTEN, Ms. SCHRIER, Mr. SHERMAN, Mr. SOTO, Mr. STANTON, Mr. SUOZZI, Ms. TENNEY, Ms. TITUS, Ms. TOKUDA, Mr. TORRES of New York, Mr. VALADAO, Mr. VAN DREW, Mr. VARGAS, Mr. VEASEY, Ms. WASSERMAN SCHULTZ, Mrs. WATSON COLEMAN, Mr. WEBER of Texas, Mr. AMO, Ms. MORRISON, and Mr. PALLONE) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To require a study on Holocaust education efforts of States, local educational agencies, and public elementary and secondary schools, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Holocaust Education
5 and Antisemitism Lessons Act”.

6 **SEC. 2. STUDY AND REPORT ON HOLOCAUST EDUCATION.**

7 (a) STUDY.—Beginning not later than 180 days after
8 the date of enactment of this Act, the Director of the
9 United States Holocaust Memorial Museum (referred to
10 in this Act as the “Director”) shall conduct a study on
11 Holocaust education efforts in States, local educational
12 agencies, and public elementary schools and secondary
13 schools. Such study shall include an examination of—

14 (1) all States;

15 (2) a nationally representative sample of local
16 educational agencies; and

17 (3) a representative sample of public elementary
18 and secondary schools served by the local edu-
19 cational agencies being studied.

20 (b) ELEMENTS.—In conducting the study under sub-
21 section (a), the Director shall—

22 (1) determine whether States and local edu-
23 cational agencies being studied require Holocaust
24 education as part of the curriculum taught in public
25 elementary schools and secondary schools;

1 (2) identify States and local educational agen-
2 cies being studied that have optional Holocaust edu-
3 cation as part of the curriculum taught in public ele-
4 mentary schools and secondary schools;

5 (3) identify each State's standards and the re-
6 quirements of the local educational agencies being
7 studied relating to Holocaust education and summa-
8 rize the status of the implementation of such stand-
9 ards and requirements, including—

10 (A) the existence of a centralized appa-
11 ratus at the State or local level that collects and
12 disseminates Holocaust education curricula and
13 materials;

14 (B) the existence of Holocaust education
15 professional development opportunities for pre-
16 service and in-service teachers;

17 (C) the involvement of informal edu-
18 cational organizations in implementing Holo-
19 caust education, including museums and cul-
20 tural centers;

21 (D) an assessment of the challenges or
22 gaps that may prevent educators from fulfilling
23 Holocaust education requirements;

1 (E) the identification of training and re-
2 sources needed to support educators teaching
3 about the Holocaust; and

4 (F) the adoption of United States Holo-
5 caust Memorial Museum resources by—

6 (i) entities at the State or local level
7 that disseminate Holocaust education cur-
8 rricula; or

9 (ii) local Holocaust museums and cen-
10 ters;

11 (4) determine—

12 (A) the range of intended outcomes from a
13 Holocaust education unit at the State and local
14 educational agency level; and

15 (B) the methods teachers are using that
16 result in successfully achieving intended learn-
17 ing outcomes, which may include—

18 (i) in-class discussion;

19 (ii) educational activities conducted
20 outside the classroom, including homework
21 assignments and experiential learning in-
22 volving State and local organizations, such
23 as museums and cultural centers;

24 (iii) project based learning;

1 (iv) educational materials and activi-
2 ties that are developmentally appropriate
3 and taught through a trauma-informed
4 lens; and

5 (v) integration of lessons from the
6 Holocaust across the curriculum and
7 throughout the school year;

8 (5) identify the types of instructional materials
9 used to teach students about the Holocaust, includ-
10 ing the use of primary source material;

11 (6) identify—

12 (A) in what disciplines the Holocaust is
13 being taught;

14 (B) the amount of time allotted in the re-
15 quired curriculum to teach about the Holocaust;
16 and

17 (C) the comprehensiveness of the Holo-
18 caust education curriculum taught in public ele-
19 mentary schools and secondary schools, as indi-
20 cated by the extent to which the curriculum ad-
21 dresses all elements and aspects of the Holo-
22 caust and is based on reliable educational re-
23 sources, such as resources provided by the
24 United States Holocaust Memorial Museum;
25 and

1 (7) identify the approaches used by public ele-
2 mentary schools and secondary schools to assess out-
3 comes using traditional and nontraditional assess-
4 ments, including assessments of—

5 (A) students’ knowledge of the Holocaust;
6 and

7 (B) students’ ability to identify and ana-
8 lyze antisemitism, bigotry, hate, and genocide in
9 historical and contemporary contexts.

10 (c) REPORT.—

11 (1) IN GENERAL.—Following the completion of
12 the study under subsection (a), the Director shall
13 prepare and submit to Congress a report on the re-
14 sults of the study.

15 (2) DEADLINE FOR SUBMITTAL.—The report
16 under paragraph (1) shall be submitted not later
17 than the earlier of—

18 (A) 180 days after the completion of the
19 study under subsection (a); or

20 (B) 3 years after the date of enactment of
21 this Act.

22 (d) DEFINITIONS.—In this Act:

23 (1) ESEA TERMS.—The terms “elementary
24 school”, “local educational agency”, “secondary
25 school”, and “State” have the meanings given those

1 terms in section 8101 of the Elementary and Sec-
2 ondary Education Act of 1965 (20 U.S.C. 7801).

3 (2) HOLOCAUST.—The term “Holocaust” has
4 the meaning given that term in section 3 of the
5 Never Again Education Act (Public Law 116–141;
6 36 U.S.C. 2301 note).

7 (3) HOLOCAUST EDUCATION.—The term “Holo-
8 caust education” means educational activities that
9 are specifically intended—

10 (A) to improve students’ awareness and
11 understanding of the Holocaust;

12 (B) to educate students on the lessons of
13 the Holocaust as a means to raise awareness
14 about the importance of preventing genocide,
15 hate, and bigotry against any group of people;
16 and

17 (C) to study the history of antisemitism,
18 its deep historical roots, the use of conspiracy
19 theories and propaganda that target the Jewish
20 people, and the shape-shifting nature of anti-
21 semitism over time.

22 (4) PROJECT BASED LEARNING.—The term
23 “project based learning” means a teaching method

- 1 through which students learn by actively engaging in
- 2 real-world and personally meaningful projects.

