

119TH CONGRESS  
1ST SESSION

# S. 332

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

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## IN THE SENATE OF THE UNITED STATES

JANUARY 30, 2025

Ms. ROSEN (for herself and Mr. LANKFORD) introduced the following bill; which was read twice and referred to the Committee on Energy and Natural Resources

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## 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

1 in this Act as the “Director”) shall conduct a study on  
2 Holocaust education efforts in States, local educational  
3 agencies, and public elementary schools and secondary  
4 schools. Such study shall include an examination of—

5 (1) all States;

6 (2) a nationally representative sample of local  
7 educational agencies; and

8 (3) a representative sample of public elementary  
9 and secondary schools served by the local edu-  
10 cational agencies being studied.

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

13 (1) determine whether States and local edu-  
14 cational agencies being studied require Holocaust  
15 education as part of the curriculum taught in public  
16 elementary schools and secondary schools;

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

21 (3) identify each State’s standards and the re-  
22 quirements of the local educational agencies being  
23 studied relating to Holocaust education and summa-  
24 rize the status of the implementation of such stand-  
25 ards and requirements, including—

1 (A) the existence of a centralized appa-  
2 ratus at the State or local level that collects and  
3 disseminates Holocaust education curricula and  
4 materials;

5 (B) the existence of Holocaust education  
6 professional development opportunities for pre-  
7 service and in-service teachers;

8 (C) the involvement of informal edu-  
9 cational organizations in implementing Holo-  
10 caust education, including museums and cul-  
11 tural centers;

12 (D) an assessment of the challenges or  
13 gaps that may prevent educators from fulfilling  
14 Holocaust education requirements;

15 (E) the identification of training and re-  
16 sources needed to support educators teaching  
17 about the Holocaust; and

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

20 (i) entities at the State or local level  
21 that disseminate Holocaust education cur-  
22 ricula; or

23 (ii) local Holocaust museums and cen-  
24 ters;

25 (4) determine—

1 (A) the range of intended outcomes from a  
2 Holocaust education unit at the State and local  
3 educational agency level; and

4 (B) the methods teachers are using that  
5 result in successfully achieving intended learn-  
6 ing outcomes, which may include—

7 (i) in-class discussion;

8 (ii) educational activities conducted  
9 outside the classroom, including homework  
10 assignments and experiential learning in-  
11 volving State and local organizations, such  
12 as museums and cultural centers;

13 (iii) project based learning;

14 (iv) educational materials and activi-  
15 ties that are developmentally appropriate  
16 and taught through a trauma-informed  
17 lens; and

18 (v) integration of lessons from the  
19 Holocaust across the curriculum and  
20 throughout the school year;

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

24 (6) identify—

1 (A) in what disciplines the Holocaust is  
2 being taught;

3 (B) the amount of time allotted in the re-  
4 quired curriculum to teach about the Holocaust;  
5 and

6 (C) the comprehensiveness of the Holo-  
7 caust education curriculum taught in public ele-  
8 mentary schools and secondary schools, as indi-  
9 cated by the extent to which the curriculum ad-  
10 dresses all elements and aspects of the Holo-  
11 caust and is based on reliable educational re-  
12 sources, such as resources provided by the  
13 United States Holocaust Memorial Museum;  
14 and

15 (7) identify the approaches used by public ele-  
16 mentary schools and secondary schools to assess out-  
17 comes using traditional and nontraditional assess-  
18 ments, including assessments of—

19 (A) students' knowledge of the Holocaust;  
20 and

21 (B) students' ability to identify and ana-  
22 lyze antisemitism, bigotry, hate, and genocide in  
23 historical and contemporary contexts.

24 (c) REPORT.—

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

5           (2) DEADLINE FOR SUBMITTAL.—The report  
6 under paragraph (1) shall be submitted not later  
7 than the earlier of—

8                   (A) 180 days after the completion of the  
9 study under subsection (a); or

10                   (B) 3 years after the date of enactment of  
11 this Act.

12 (d) DEFINITIONS.—In this Act:

13           (1) ESEA TERMS.—The terms “elementary  
14 school”, “local educational agency”, “secondary  
15 school”, and “State” have the meanings given those  
16 terms in section 8101 of the Elementary and Sec-  
17 ondary Education Act of 1965 (20 U.S.C. 7801).

18           (2) HOLOCAUST.—The term “Holocaust” has  
19 the meaning given that term in section 3 of the  
20 Never Again Education Act (Public Law 116–141;  
21 36 U.S.C. 2301 note).

22           (3) HOLOCAUST EDUCATION.—The term “Holo-  
23 caust education” means educational activities that  
24 are specifically intended—

1 (A) to improve students' awareness and  
2 understanding of the Holocaust;

3 (B) to educate students on the lessons of  
4 the Holocaust as a means to raise awareness  
5 about the importance of preventing genocide,  
6 hate, and bigotry against any group of people;  
7 and

8 (C) to study the history of antisemitism,  
9 its deep historical roots, the use of conspiracy  
10 theories and propaganda that target the Jewish  
11 people, and the shape-shifting nature of anti-  
12 semitism over time.

13 (4) PROJECT BASED LEARNING.—The term  
14 “project based learning” means a teaching method  
15 through which students learn by actively engaging in  
16 real-world and personally meaningful projects.

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