

AMENDMENT NO. 3 Calendar No. \_\_\_\_\_

Purpose: To provide for a study on Holocaust education efforts.

**IN THE SENATE OF THE UNITED STATES—119th Cong., 1st Sess.**

**S. 558**

To provide for the consideration of a definition of anti-semitism set forth by the International Holocaust Remembrance Alliance for the enforcement of Federal anti-discrimination laws concerning education programs or activities, and for other purposes.

Referred to the Committee on \_\_\_\_\_ and ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENT intended to be proposed by Mr. Kim

Viz:

1 At the end, insert the following:

2 **SEC. \_\_\_\_ . HOLOCAUST EDUCATION AND ANTISEMITISM**  
3 **LESSONS.**

4 (a) STUDY.—Beginning not later than 180 days after  
5 the date of enactment of this Act, the Director of the  
6 United States Holocaust Memorial Museum (referred to  
7 in this Act as the “USHMM Director”) shall conduct a  
8 study on Holocaust education efforts in States, local edu-  
9 cational agencies, and public elementary schools and sec-

1 onduary schools. Such study shall include an examination  
2 of—

3 (1) all States;

4 (2) a nationally representative sample of local  
5 educational agencies; and

6 (3) a representative sample of public elementary  
7 schools and secondary schools served by the local  
8 educational agencies being studied.

9 (b) ELEMENTS.—In conducting the study under sub-  
10 section (a), the USHMM Director shall—

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

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

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

1 (A) any centralized apparatus at the State  
2 or local level that collects and disseminates Hol-  
3 ocaust education curricula and materials;

4 (B) any Holocaust education professional  
5 development opportunities for pre-service and  
6 in-service educators;

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

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

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

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

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

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

24 (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 educators 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 USHMM Direc-  
3 tor shall prepare and submit to Congress a report on  
4 the results 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 section:

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 shapeshifting 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.