

**AMENDMENT TO H.R. 5349, AS REPORTED
OFFERED BY MR. GOTTHEIMER OF NEW JERSEY**

Page 5, after line 4, insert the following:

1 SEC. 4. STUDY AND REPORT ON HOLOCAUST EDUCATION.

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

9 (1) all States;

10 (2) a nationally representative sample of local
11 educational agencies; and

12 (3) a representative sample of schools within
13 the local educational agencies being studied.

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

16 (1) determine whether States and local edu-
17 cational agencies require Holocaust education as
18 part of the curriculum taught in public elementary
19 and secondary schools;

1 (2) identify States and local educational agen-
2 cies that have optional Holocaust education as part
3 of the curriculum taught in public elementary and
4 secondary schools;

5 (3) identify each State's standards and local
6 educational agency's requirements relating to Holo-
7 caust education and summarize the status of the im-
8 plementation of such standards, including—

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

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

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

20 (4) determine whether public elementary and
21 secondary schools use the following strategies in
22 their Holocaust education, including through the
23 qualitative and quantitative analysis of such indica-
24 tors as—

25 (A) in-class discussion;

1 (B) educational activities conducted out-
2 side the classroom, including homework assign-
3 ments and experiential learning involving State
4 and local organizations, such as museums and
5 cultural centers;

6 (C) project based learning;

7 (D) educational materials and activities
8 that are developmentally appropriate and
9 taught through a trauma-informed lens; and

10 (E) integration of lessons from the Holo-
11 caust across the curriculum and throughout the
12 school year;

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

16 (6) identify—

17 (A) the duration of the periods in which
18 Holocaust education is taught in public elemen-
19 tary and secondary schools; and

20 (B) the comprehensiveness of the Holo-
21 caust education curriculum taught in such
22 schools, as indicated by the extent to which the
23 curriculum addresses all elements and aspects
24 of the Holocaust; and

1 (7) identify the approaches used by such
2 schools to assess outcomes using traditional and
3 nontraditional assessments, including assessments
4 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) three years after the date of the enact-
21 ment of this Act.

22 (d) DEFINITIONS.—In this section:

23 (1) HOLOCAUST.—The term “Holocaust” has
24 the meaning given that term in section 3 of the

1 Never Again Education Act (Public Law 116–141;
2 36 U.S.C. 2301 note).

3 (2) HOLOCAUST EDUCATION.—The term “Holo-
4 caust education” means educational activities that
5 are specifically intended—

6 (A) to improve students’ awareness and
7 understanding of the Holocaust;

8 (B) to educate students on the lessons of
9 the Holocaust as a means to raise awareness
10 about the importance of preventing genocide,
11 hate, and bigotry against any group of people;
12 and

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

18 (3) PROJECT BASED LEARNING.—The term
19 “project based learning” means a teaching method
20 through which students learn by actively engaging in
21 real-world and personally meaningful projects.

Page 5, line 5, strike “**Sec. 4.**” and insert “**Sec.**
5.”.

