

118TH CONGRESS
1ST SESSION

H. R. 603

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 27, 2023

Mr. GOTTHEIMER (for himself, Mr. McCaul, Ms. Manning, Mr. Fitzpatrick, Mr. Peters, Mr. Nickel, Mrs. González-Colón, Ms. Brown, Ms. Wasserman Schultz, Ms. Titus, Mr. Moskowitz, Mr. Panetta, Ms. Stevens, Mr. Sherman, Ms. Norton, Mr. Veasey, Mr. Trone, Ms. Wilson of Florida, Ms. Ross, Mr. Ryan, Ms. Bonamici, Ms. Salazar, Mr. Weber of Texas, Ms. Tokuda, Ms. Meng, Mr. Espallat, Mrs. Watson Coleman, Mr. Goldman of New York, Mr. Payne, Mr. Balderson, Mr. Schneider, Ms. Eshoo, Ms. Wild, Ms. Dean of Pennsylvania, Ms. Jackson Lee, Mr. Krishnamoorthi, Ms. Schrier, Ms. Scanlon, Mr. Jackson of Texas, Mr. Himes, Mr. Doggett, Ms. Clarke of New York, Mr. Dunn of Florida, Mr. Torres of New York, Mr. Kustoff, Mr. Phillips, Ms. Barragán, Mr. LaHood, Mr. Ferguson, Mr. Carabajal, Mr. Kean of New Jersey, Mr. Bacon, Mr. Valadao, Ms. Tenney, Mr. Moulton, Ms. Tlaib, Mr. Carter of Louisiana, Mr. Pallone, Mr. Soto, Mr. Garbarino, Ms. Houlihan, Mr. Buchanan, Mr. DeSaulnier, Mr. Landsman, Mr. Lawler, and Mr. Moran) introduced the following bill; which was referred to the Committee on Education and the 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” or the “HEAL Act”.

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

7 (a) STUDY.—Beginning not later than 180 days after
8 the date of the 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 and secondary schools.
13 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 schools within
18 the local educational agencies being studied.

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

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

(2) identify States and local educational agencies that have optional Holocaust education as part of the curriculum taught in public elementary and secondary schools;

(3) identify each State's standards and local educational agency's requirements relating to Holocaust education and summarize the status of the implementation of such standards, including—

(A) the existence of a centralized apparatus at the State or local level that collects and disseminates Holocaust education curricula and materials;

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

(C) the involvement of informal educational organizations in implementing Holocaust education, including museums and cultural centers;

(4) determine whether public elementary and secondary schools use the following strategies in their Holocaust education, including through the qualitative and quantitative analysis of such indicators as—

(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 section.

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.

