

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.

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

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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