

**AMENDMENT IN THE NATURE OF A SUBSTITUTE
TO H.R. 5349
OFFERED BY MR. WALBERG OF MICHIGAN**

Strike all after the enacting clause and insert the following:

1 SECTION 1. SHORT TITLE.

2 This Act may be cited as the “Crucial Communism
3 Teaching Act”.

4 SEC. 2. PURPOSES.

5 The purposes of this Act are the following:

6 (1) To help families, civic institutions, local
7 communities, local educational agencies, high
8 schools, and State educational agencies to prepare
9 high school students to be civically responsible and
10 knowledgeable adults.

11 (2) To ensure that high school students in the
12 United States—

13 (A) learn that communism has led to the
14 deaths of over 100,000,000 victims worldwide;

15 (B) understand the dangers of communism
16 and similar political ideologies; and

17 (C) understand that 1,500,000,000 people
18 still suffer under communism.

1 **SEC. 3. DEVELOPMENT AND DISSEMINATION OF CIVIC EDU-**
2 **CATION CURRICULUM AND ORAL HISTORY**
3 **RESOURCES.**

4 The independent entity created under section
5 905(b)(1)(B) of the FRIENDSHIP Act (40 U.S.C. 8903
6 note; 107 Stat. 2331 note), also known as the “Victims
7 of Communism Memorial Foundation”, shall—

8 (1) develop a civic education curriculum for
9 high school students that—

10 (A) includes a comparative discussion of
11 certain political ideologies, including com-
12 munist and totalitarianism, that conflict with
13 the principles of freedom and democracy that
14 are essential to the founding of the United
15 States;

16 (B) is accurate, relevant, and accessible, so
17 as to promote the understanding of such polit-
18 ical ideologies; and

19 (C) is compatible with a variety of courses,
20 including social studies, government, history,
21 and economics classes;

22 (2) develop oral history resources that may be
23 used alongside the curriculum described in para-
24 graph (1) and that include personal stories, titled
25 “Portraits in Patriotism”, from diverse individuals
26 who—

1 (A) demonstrate civic-minded qualities;
2 (B) are victims of the political ideologies
3 described in paragraph (1)(A); and
4 (C) are able to compare the political
5 ideologies described in paragraph (1)(A) with
6 the political ideology of the United States; and
7 (3) engage with State and local educational
8 leaders to assist high schools in using the curriculum
9 described in paragraph (1) and the resources de-
10 scribed in paragraph (2).

11 **SEC. 4. DEFINITIONS.**

12 The terms in section 8101 of the Elementary and
13 Secondary Education Act of 1965 (20 U.S.C. 7801) shall
14 apply to this Act.

