

1 curricula and instructional materials that teach apolitical, fact-based, and race-neutral
2 history.

3 BE IT FURTHER RESOLVED that topics included in such standards and curricula
4 shall include the following, which shall be covered in an age-appropriate and incremental
5 manner:

6 (1) An examination of the causes of the War for American Independence.

7 (2) An understanding of the content of the Declaration of Independence, especially
8 the words, "We hold these truths to be self-evident, that all men are created equal, that they
9 are endowed by their Creator with certain unalienable Rights, that among these are Life,
10 Liberty and the pursuit of Happiness".

11 (3) A familiarity with the Founding Fathers, including the signers of the Declaration
12 of Independence and the sacrifices they endured in the Revolutionary War.

13 (4) An examination of the failures of the Articles of Confederation.

14 (5) An examination of the Constitutional Convention, the writing and content of the
15 Constitution, and the political considerations that led to the structure of the government
16 created by the Constitution.

17 (6) An understanding of the Bill of Rights and how it restricts the power of the
18 federal government.

19 (7) An examination of the First Amendment, including Freedom of Religion,
20 Freedom of Speech, Freedom of the Press, Freedom of Assembly, and the Right for a
21 Redress of Grievances.

22 (8) An understanding of the three branches of government, the role of each, and
23 checks and balances.

24 (9) An understanding of the arguments presented in the Federalist Papers.

25 (10) An understanding of the causes of the War of 1812.

26 (11) An understanding of the causes of the Civil War and how the Civil War
27 changed the nation.

28 (12) An understanding of the history of slavery, the capture and sale of Africans, the
29 hardships of passage to the New World, the evils of slavery in the United States, the freeing
30 of the slaves, and the Civil Rights movement.

1 (13) An understanding of the causes of World War II, why the United States entered
2 the war, the hardships suffered during the war, and how the war changed the world.

3 (14) An understanding of the rise of anti-Semitism in Nazi Germany and how that
4 led to the Holocaust.

5 (15) An understanding of the free enterprise system in the United States, including
6 the importance of private property, free markets, the law of supply and demand, and the role
7 of profits.

8 BE IT FURTHER RESOLVED that the House of Representatives of the Legislature
9 of Louisiana does hereby urge and request that no state content standards be adopted and no
10 curricula be used that provide that one race is superior or inferior to another and that all
11 standards and curricula seek to foster unity and respect.

12 BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the
13 president of the State Board of Elementary and Secondary Education, the state
14 superintendent of education, the executive director of the Louisiana School Boards
15 Association, and the executive director of the Louisiana Association of Public Charter
16 Schools.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

HR 202 Original

2021 Regular Session

Hodges

Requests the following:

- (1) That the State Bd. of Elementary and Secondary Education (BESE) adopt only state content standards that provide for the objective, fact-based history of the U.S.
- (2) That the state Department of Education and each public school governing authority provide for civics and government courses that teach students the entire, contextual, and documented experience of the U.S. and use curricula and instructional materials that teach apolitical, fact-based, and race-neutral history.
- (3) That topics covered in such standards and curricula include the following, which shall be covered in an age-appropriate and incremental manner:
 - (a) An examination of the causes of the War for American Independence.
 - (b) An understanding of the content of the Declaration of Independence, especially the words, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain

unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness".

- (c) A familiarity with the Founding Fathers, including the signers of the Declaration of Independence and the sacrifices they endured in the Revolutionary War.
 - (d) An examination of the failures of the Articles of Confederation.
 - (e) An examination of the Constitutional Convention, the writing and content of the Constitution, and the political considerations that led to the structure of the government created by the Constitution.
 - (f) An understanding of the Bill of Rights and how it restricts the power of the federal government.
 - (g) An examination of the First Amendment, including Freedom of Religion, Freedom of Speech, Freedom of the Press, Freedom of Assembly, and the Right for a Redress of Grievances.
 - (h) An understanding of the three branches of government, the role of each, and checks and balances.
 - (i) An understanding of the arguments presented in the Federalist Papers.
 - (j) An understanding of the causes of the War of 1812.
 - (k) An understanding of the causes of the Civil War and how the Civil War changed the nation.
 - (l) An understanding of the history of slavery, the capture and sale of Africans, the hardships of passage to the New World, the evils of slavery in the United States, the freeing of the slaves, and the Civil Rights movement.
 - (m) An understanding of the causes of World War II, why the United States entered the war, the hardships suffered during the war, and how the war changed the world.
 - (n) An understanding of the rise of anti-Semitism in Nazi Germany and how that led to the Holocaust.
 - (o) An understanding of the free enterprise system in the United States, including the importance of private property, free markets, the law of supply and demand, and the role of profits.
- (4) That no state content standards be adopted and no curricula be used that provide that one race is superior or inferior to another and that all standards and curricula seek to foster unity and respect.