

The Holocaust Needs a Continuation

The Chapter That Was Left Out

What came before 1948, what came after 1945, and the documented chain that connects them

**The Holocaust did not stop at Europe's edge.
The propaganda apparatus that produced it didn't either.
Most Americans have never heard the part that came next.**

I wrote the first petition after walking through the Roman ghetto. I wrote this one because what came after 1945 — including my family's chapter — is missing from the curriculum just as completely.

My grandparents on my father's side left Baghdad on an Operation Ezra and Nehemiah airlift flight to Israel in 1951, after 2,600 years of continuous Iraqi Jewish community. My grandmother on my mother's side survived the Holocaust — she was the only survivor of her extensive German Jewish family. She met my grandfather, a Polish soldier in the Soviet-allied forces from a region now in Ukraine, in the wake of liberation. All four reached Israel, helped build a country, raised their children there, and emigrated to New York. They started businesses. Their children went to American colleges. My father served as a dentist in the U.S. Army. I was born on a U.S. Army base in Oklahoma. My children are New York public school students.

Both halves of this family — the European Holocaust and the Iraqi expulsion — are in the federal historical record. Neither is in the curriculum.

Here is what's missing.

In 1948, just before the founding of Israel, there were **nearly one million Jews** living across the Arab and Muslim-majority world. **265,000 in Morocco. 140,000 in Algeria. 135,000 in Iraq. 100,000 in Egypt. 100,000 in Iran. 60,000 in Yemen.** These were not isolated outposts. The Jewish community of Iraq, for example, had lived continuously in Mesopotamia since 586 BCE — older than Christianity, older than Islam, by more than a thousand years in each case. The Egyptian Jewish community of Alexandria predated the Common Era. The Yemenite community is among the oldest continuously documented Jewish populations on Earth.

They were neighbors and shopkeepers. Doctors, lawyers, journalists, professors, members of parliament. The first Minister of Finance of modern Iraq, Sasson Heskell, was Jewish. The wealthiest businessman in Iraq in the 1940s was Jewish. Cairo and Alexandria were cosmopolitan cities in which Jewish, Muslim, and Christian families lived in the same neighborhoods, sent their children to overlapping schools, and shared the languages and the markets and the streets. The Jewish communities of Morocco, Tunisia, and Libya were similarly woven into civic life. There were periods of persecution — but there was no Islamic-world equivalent of the Crusades, the Inquisition, or the medieval European expulsions. These communities lived, in many places, for more than two thousand years, as part of the country in which they lived.

And then, in less than a generation, almost all of them were gone.

Between 1945 and 1972, nearly one million Jews were expelled from these communities, almost universally required to surrender their property to the state of departure. Bank accounts frozen. Real estate confiscated. Businesses seized. The total assets confiscated have been estimated, in current values, at hundreds of billions of dollars. There has been no compensation. There has been no international tribunal. **By the early 21st century, fewer than 5,000 Jews remained in all Arab countries combined. Egypt: under 10. Iraq: under 10. Libya: zero. Yemen: effectively zero. Syria: under 100.**

This did not happen in a vacuum. It happened in the wake of the most extensive antisemitic propaganda campaign the Arab world had ever experienced. While Auschwitz operated, the Grand Mufti of Jerusalem was living in Hitler’s Berlin, broadcasting Nazi propaganda in Arabic across the Arab world on Berlin Radio. By 1942, captured German documents indicated that Arabic broadcasts had become the largest single category of Nazi foreign-language radio production after Spanish. In June 1941, in Baghdad, that propaganda produced the Farhud — a two-day pogrom that murdered between 150 and 180 Iraqi Jews, looted 1,500 Jewish homes and stores, and marked Jewish houses in red the night before so they could be identified the next morning. The U.S. Holocaust Memorial Museum classifies the Farhud as a Holocaust-era persecution.

What changed in the 20th century was not a sudden Arab or Muslim turn against centuries of coexistence. It was the documented import of European antisemitic ideology — translated, broadcast, distributed — into a region where it darkened centuries of complex coexistence into eliminationist hatred. The Holocaust did not stop at Europe’s edge. The propaganda apparatus that produced it produced its own outcomes, on its own timetable, in countries where the camps never operated.

This is in the federal historical record. None of it is in the curriculum. A generation of American students is graduating without it.

What That Gap Is Producing

Students who graduate without this chapter arrive at college without the framework to evaluate the discourse they are entering. The result is documented:

What Every Student Should Know	What That Gap Is Producing
<p>The Mufti of Jerusalem spent World War II in Hitler’s Berlin and broadcast Nazi propaganda in Arabic to the entire Arab world — producing the Farhud of 1941, a Holocaust-era persecution recognized by the U.S. Holocaust Memorial Museum.</p>	<p><i>9,354 antisemitic incidents in the U.S. in 2024 — the highest in 46 years of ADL tracking. More than 25 per day.</i></p>
<p>Approximately 850,000 Jews were expelled from Arab and Muslim-majority countries between 1945 and 1972. The Mizrahi and Sephardic majority of Israeli Jews today is the demographic outcome of that expulsion. Most Israeli Jews are not European.</p>	<p><i>83 percent of Jewish college students experienced or witnessed antisemitism in 2024. 41 percent felt the need to hide their Jewish identity (ADL / Hillel International, 135 universities).</i></p>
<p>Judaism, as it has actually been practiced for 1,900 years on every continent, is geographically anchored to the Land of Israel — in daily prayer, in liturgy, in the calendar, in the Passover Seder, in the wedding ceremony. This is documented religious fact, parallel to Mecca in Islam or Rome in Catholicism.</p>	<p><i>1 in 5 Americans aged 18–39 believe the Holocaust is a myth or exaggeration (Claims Conference, 2020).</i></p>
<p>Anti-Zionism, in its dominant 21st-century expression, is the contemporary form antisemitism has taken — a position adopted by 45 countries and incorporated into U.S. federal policy under both administrations through Executive Orders 13899 (2019) and 14188 (2025).</p>	<p><i>2025 was the deadliest year for Jews globally in over 30 years (Tel Aviv University, April 2026).</i></p>

The Ask

An integrated module covering the during-and-after-Holocaust record and the Jewish civilization itself, structured to fit within existing NYS Regents Global History and U.S. History sequences. The petition does not specify a class-period count. That is a curriculum-specialist decision, made by the professionals with the expertise to make it. The educational and scholarly foundation already exists across institutional partners — the Institute for Curriculum Services, the Holocaust & Human Rights Education Center, the Holocaust Memorial & Tolerance Center of Nassau County, USHMM, JIMENA, Echoes & Reflections, and the ConsiderTheSourceNY platform. No single partner currently covers the full scope the petition documents. Coordinated integration is what state-level direction would set in motion.

The content the module should cover:

- **The propaganda bridge:** how Nazi ideology crossed continents. The Mufti in Hitler’s Berlin, the Arabic-language radio campaign, the translated literature, the Farhud of 1941.
- **The expulsions:** nearly one million Jews displaced from communities thousands of years old, country by country, with the airlifts, the property confiscations, and the demographic origin of modern Israel.
- **Judaism and the Land of Israel:** the religious-civilizational foundation. Continuous orientation toward Jerusalem; “Next year in Jerusalem”; Tisha B’Av; continuous Jewish presence from 70 CE to the present. Religious literacy, parallel to Mecca in Islam or Rome in Catholicism.
- **The civilization that survived:** the diversity of Jewish culture across continents and languages; the contributions in science, medicine, philosophy, literature, and civic life; what 0.2 percent of the world’s population has actually built.
- **The pattern, recognized in real time:** how the same propaganda mechanisms documented in Petitions 1 and 2 were redeployed in the post-October 7, 2023 environment; the IHRA Working Definition of Antisemitism; the universal civic literacy of pattern recognition.

The Larger Argument — Anti-Zionism Is Antisemitism’s Contemporary Form

The deicide charge is no longer the operational framing. The blood libel is no longer the operational framing. The Protocols of the Elders of Zion is no longer the principal operational framing in mainstream Western discourse. The operational framing today is anti-Zionism: a body of vocabulary, accusation, and institutional architecture that targets the Jewish state, and through it the Jewish people, using the same structural mechanisms — collective guilt, the conspiracy of hidden control, the well-poisoning accusation, the disloyalty charge — that operated against Jews in 1144, in 1215, in 1492, in 1894, in 1903, and in 1933. The targets and the vocabulary update across centuries. The templates persist.

This identification is not the petition’s analytic claim. It is the position taken by the IHRA Working Definition of Antisemitism, adopted by approximately 45 countries and incorporated into U.S. federal policy by Executive Orders under both administrations. Students who graduate without ever encountering this framework are graduating without the tool the federal government uses to evaluate the discourse they will be entering at college. That is the educational gap. That is what the curriculum should fix.

Why This Is for Every Student

The same propaganda mechanisms that produced the Holocaust, the Farhud, and the expulsions are redeployed in updated vocabulary against many groups. The well-poisoning template that targeted Jews in 1348 was redeployed against Asian Americans during COVID-19. The conspiracy-theory template that produced the Pittsburgh attack on Jews produced the Christchurch attack on Muslims. The dual-loyalty charge that targeted Dreyfus has been redeployed against many minority populations. Teaching

pattern-recognition through the antisemitism case study equips students to recognize all such patterns. The methodology transfers. The teaching protects every group.

The Full Petition Documents

- How Nazi propaganda crossed continents: the Mufti in Hitler’s Berlin, Arabic-language radio on Berlin Radio, the translated literature, the Farhud of June 1941.
- The full record of the 1945–1972 expulsion of Jews from Arab and Muslim-majority countries — country by country, with the documented airlifts, property confiscations, and demographic origin of modern Israel.
- Judaism’s religious-civilizational foundation in the Land of Israel — across daily prayer, the calendar, the Seder, the wedding ceremony, and continuous Jewish presence from 70 CE to the present.
- The diversity of Jewish life: Ashkenazi, Sephardic, Mizrahi, Ethiopian, Italian, Bukharan, Indian, and other communities — each with its own language, liturgy, and survival story.
- October 7, 2023 and what October 8 revealed — the vocabulary students could not decode, the IHRA Working Definition adopted by U.S. federal policy under both administrations, and Anti-Zionism as the contemporary form of antisemitism.
- Curriculum recommendations aligned to existing NYS standards; direct responses to common objections; full institutional, federal, and academic sourcing.

The first petition asked the curriculum to begin where the story begins. This petition asks it to continue where the historical record continues.

Every empire that tried to destroy the Jewish people is gone.

Babylon is a museum. Rome is a museum. Nazi Germany is a museum.

The Jewish people are still here.

I am asking as a partner — not for a new subject, but for the continuation of the one already being taught. The mechanisms did not end with the camps. The civilization did not end with them either. Both belong in the curriculum. Both are documented. The institutional partners are in place. What is needed is the curricular direction that lets them do the integration work.

Orit Yakuel