



The Note

A story of kindness and resilience from the liberation of Bergen-Belsen Concentration Camp.

Key Stage 3

Years: 9 and above

Subject:

History

Time required:

Approx. 90 minutes

Teaching aims and learning objectives

To use the story of two people impacted by the liberation of Bergen-Belsen Concentration Camp to discuss the Holocaust

To examine the impact the liberation of Bergen-Belsen concentration camp had on the survivors and liberators, from the sources examined.

To focus on a note as an everyday object and appreciate how each of us creates history every day.

To imbue a sense of significance to each participant as a creator/ collector of modern-day artefacts; and to learn how one everyday object became extraordinary in the context of the liberation of Bergen-Belsen.

To encourage students to question their understanding of the world around them.

To lead students to ask deeper questions and search for their own meaning in the past .

Rationale: A local story with international impact.

This lesson aims to approach the story of the Holocaust by focusing on an individual story of two people, caught up in the events surrounding the liberation of Bergen-Belsen Concentration Camp. It begins with the examination of an object which might at first glance be a familiar element of the lives of all young people: a note.

Every object can be used to tell a story. Every piece of paper can help us to understand the history of another person or another time. By starting with students' experiences of notes, we ground them in their own experience and lead them to think about their own contexts.

What might happen in the future to make their notes a valuable source of information to others?

By beginning with their experience of the use of notes, students are drawn to a note which changed lives, a response of one Oxfordshire soldier to the atrocities witnessed at Bergen-Belsen concentration camp. The experiences of camp survivor Naomi Kaplan (married name, Naomi Warren) and the soldier, Arthur Tyler, open the way to thinking about fundamental questions raised by the Holocaust, while acknowledging the power of acts of kindness in the face of inhumanity.

This lesson is not intended as an introduction to the Holocaust. Students encountering the story of Arthur and Naomi should have completed a unit on the events surrounding this aspect of history. Instead, this resource offers students a way to respond to what they have learned, and to realise the power of one human act of kindness amid inhumanity. It deepens students' historical understanding and encourages them to arrive at their own questions about the past to begin to make sense of what they have learned.

At-a-glance
lesson plan

Key Information

Structure of this resource

For quick reference, our initial teaching plan outlines the structure of the session at a glance. This is followed more detailed additional notes in the form of a slide-by-slide walkthrough. It concludes with background information for the teacher.

Pre preparation task

This lesson requires a small pre-preparation task, which involves students bringing a note of any kind to discuss. It can be something the student or someone else has written down on paper. It is not necessary to read out its content, only to talk about what it is used for. It doesn't have to belong to the student, but its owner must have given permission for it to be brought along to the session.

PowerPoint

For this lesson you will require the accompanying PowerPoint. This includes embedded films of Naomi talking about her experiences. Please use this PowerPoint, and the slide notes below, in conjunction with the lesson plan.

'The Note ' Lesson Plan

Thinking about notes (15 minutes)

Using **slide 2**, introduce the preparation task for students: "Find a note – something you or someone else has written down on paper - and bring it in to discuss. It is not necessary to read out its content, only to talk about what it is used for. It doesn't have to belong to the student, but its owner must have given permission for it to be brought along today.

Question: Ask students what we use paper notes for today, and what uses they can serve. Examine what might happen in the future to make their notes a valuable source of information to others. On a whiteboard or large sheet of paper, pool a list of the uses of notes today.

What can be said about an object? (10 minutes)

Using **slide 3**, explain to students that they will learn how to read an object. Then they'll look at sources which tell us more about the contextual narrative – the background details and circumstances that can give us a better understanding. Finally, they will think beneath this to the questions and deeper meaning that can be drawn from the story.

Hand out copies of the Note itself.

Display the note on **slide 4** of the PowerPoint. Don't explain what it is before looking at it - In small groups, ask the students to discuss what this object is, using guided questions to help them uncover information about it. As a group, pool conclusions about the note.

The background story (contextual narrative) (30 minutes)

This section builds up layers of context using primary sources. In our additional information section, you can find slide-by-slide guidance for teachers on building up the context gradually.

Slide 5: Play the film of Naomi speaking. Ask students how it adds to their understanding of the note.

Slide 6: Suggest that just as the film has added to understanding of the note's context, so might this photograph. Use guided questioning to assist students to examine this photograph and ascertain what it can add to the context of the note.

Slide 7: we see another object which might add to the note's context. Repeat the process of guided questioning to find out as much about this object as possible before learning more: Arthur Tyler was a clerk before he joined the army. This is his record of war-time service, which includes weapons training and vehicle maintenance.

Slide 8: As you reach the end of the sources which deal with Arthur's arrival at Bergen-Belsen, briefly touch on this picture of Arthur at work as a mechanic.

Slide 9 is an aerial photograph of Bergen-Belsen – to learn something of the place Arthur had arrived in, and from which Naomi was about to be liberated. Use the notes from the PowerPoint slide to encourage the students to question these sources.

Slide 10 is a photograph which forms part of the Tyler Collection at the Soldiers of Oxfordshire Museum – a photograph of a camp survivor.

Arthur's act of kindness and Naomi's courage and resilience (15 minutes)

Using **slides 11 and 12**, we turn our attention to the impact of Arthur's act of kindness. Ask the students to review the letter on these two slides and learn as much as possible from this very different perspective.

Slide 13 portrays Naomi's family taken before the war and **slide 14** a picture of her sister while studying.

Slide 15 is a slide of Naomi's letter to Arthur, which begins "My Dear Mr Tyler!" It is followed by a transcription on **Slide 16**.

Slide 17 complements this by highlighting two key passages from the letter.

Together, look at the letter, written from Naomi to Arthur, (there is a large facsimile of this in the sources notebook) and the photograph of Naomi after liberation. These testify to the impact of Arthur's action – that Naomi made it to America so quickly to start her new 'beautiful' life.

Reflection on the story of The Note (20 minutes)

Explain to the students Using **slide 18** that the lesson began by introducing an object for them to 'read'. They have spent time finding out layers of its background story or 'contextual narrative'. The images on **slide 19** are designed to give rise to some of the questions which arise from the story of Arthur and Naomi, and the wider context of Bergen-Belsen and the Holocaust. Ask students to collect their observations and questions, and when ready, work with the group to feed back their thoughts.

Invite the students to respond: provide white paper or black paper, and corresponding white pencils and sketching pencils. Represent an act which could make a difference through images and/or words.

Reflect on Naomi's courage in asking for help; and Arthur's act in taking Naomi's address and contacting her uncle, using **slides 20 and 21**.

The remaining slides deal with what happened to Naomi and Arthur after the war.

Watch the film embedded in **slide 22** film in which Naomi's gives her own personal reflection on her part in the Holocaust and subsequent liberation. Use the notes at the end of this plan, accompanied by **Slide 23**, to tell students what happened to Naomi and Arthur after the war.

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PowerPoint walkthrough

PowerPoint Walkthrough

Slide 2: Find a note - prompt for students



Introduce the preparation task for students: "Find a note – something you or someone else has written down on paper - and bring it in to discuss. It is not necessary to read out its content, only to talk about what it is used for. It doesn't have to belong to the student, but its owner must have given permission for it to be brought along today.

Question: What do we use paper notes for today? What uses can they serve?

Together, pool a list of the uses:

first, uses of the notes they have brought in;

Second, any other uses which might not be represented here.

Explain to students they are going to be working with an object which is related to this subject.

Outline the terms of this work – they will approach this artefact without any background information: and so they will need to examine it asking some very specific questions.

Slide 3: How we learn from primary sources



Explain to students that they will learn how to read this object first. Then they'll look at sources which tell us more about the contextual narrative – the background details and circumstances that can give us a better understanding. Finally, they will think beneath this to the questions and deeper meaning that can be drawn from the story.

Slide 4: The Note



Ask students to discuss what they can see on the PowerPoint. Don't explain what it is before looking at it - In small groups, ask the students to discuss what this object is, using guided questions to help them uncover information about it. As a group, pool conclusions about the note. Clicking the PowerPoint will make an additional image appear. Use guided questioning to reveal as much as possible about the page.

Possible questions:

- What can we say about this object?
- Is it mass-produced or unique?
- Is it complete or part of an object?
- Is it in good condition or worn/used?
- Has it been altered, adapted, repaired or changed?
- Is there any evidence to show what it might have been used for?
- Does this object have marks or traces to show how it was cared for?
- What materials is it made from?
- Who might have owned an object like this?
- We've talked about the uses notebooks are put to. What was this one used for?

Ask students to think about how they can begin to test these ideas and observations.

Context: this is the list of addresses made by Arthur Tyler at the liberation of Bergen-Belsen. Naomi approached Arthur and asked him to write to her uncle in Houston, Texas.

Slide 5: Film of Naomi's account of meeting Arthur Tyler



Questions: Students can use the following as a focus for their questioning:

- What new information does it provide about who might have written the note, and what it was used for?
- What can we learn from this eyewitness account about the people impacted by the writing of the note?
- Build the student's information using guided questioning.

Slide 6: A group of the Oxfordshire Yeomanry around the time of liberation



Suggest that just as the film in **slide 5** has added to understanding of the note's context, so might this photograph on **slide 6**. With this as a source, use guided questioning to assist students to examine this photograph and ascertain what it can add to the context of the note:

Encourage students to employ skills of source analysis as they look at this photograph. Guide them to considering how it can contribute to our knowledge and understanding of the person who wrote the note.

Questions:

Can you find any evidence for when this photograph might have been taken?

- Who is represented here?
- Was it meant to be private or public?
- Is there anything which leads you to believe why it was taken?

Context: Arthur Tyler is second on the left in this picture. These are members of the Oxfordshire Yeomanry. This photograph was probably taken near Bergen-Belsen, around the time of the Liberation, which took place on 15th April 1945. Arthur joined the territorial army in London at 21 years old, in April 1939. He moved to the 63rd Anti-Tank Regiment (Oxfordshire Yeomanry) as a mechanic.

Slide 7: Arthur's record of war-time service



We see another object which might add to the note's context. Repeat the process of guided questioning to find out as much about this object as possible before learning more.

Possible **questions** for guidance:

- What can we say about this object?
- Is it mass-produced or unique?
- Has it been altered, adapted, repaired or changed?
- What do you think it was used for?

Context: Arthur Tyler was a clerk before he joined the army. This is his record of war-time service includes weapons training and vehicle maintenance.

Slide 8: Soldiers sitting behind a Crusader Gun Tractor

Arthur Tyler
(third from
right), 1945.



Encourage students to employ skills of source analysis as they look at this photograph. Guide them to considering how it can contribute to our knowledge and understanding of the writer of the note.

Questions might include:

- Can you find any evidence for when this photograph might have been taken?
- Can you spot Arthur here?
- Was it meant to be private or public?
- Can we learn anything more about Arthur's occupation during the war from this photograph?

Context: The soldiers are sitting behind a Crusader Gun Tractor, on the towing mechanism built to pull a 17-pounder gun.

Slide 9: Aerial shot of Bergen-Belsen concentration camp on 17 September 1944



The map gives some guidance as to how the camp was organised. Use the inset linked map to examine different parts of the camp. You can find out more about Bergen-Belsen just before the liberation at the foot of the lesson plan.

Question: How was Bergen Belsen organised?

Context: Arthur Tyler had been fighting with the Oxfordshire Yeomanry. In his enlisting papers he said that he was a clerk before the war. He enlisted as a territorial soldier – he would have been part-time in times of peace. However, in wartime territorial soldiers were full time and deployed as any other force would be. The Oxfordshire Yeomanry had fought their way across the River Rhine nearby. They arrived because they were available to assist with the liberation of the Bergen-Belsen Camp.

Slide 10: A survivor from Bergen-Belsen Concentration Camp



Context: Explain that the collection of Arthur's experiences at Bergen-Belsen is housed at the Soldiers of Oxfordshire Museum. It includes photographs of some of the people from the camp, including this woman, who has typhus. He later described 'ghostly figures' coming towards him in the night. In fact, these were inmates who had broken into a flour store because they were starving, and tried to eat flour, becoming covered in it.

Army photographers arrived in the camp soon after liberation, and took photos of the terrible conditions, including the many dead, as well as survivors, such as this woman. These photographs were used in the press to show people what had happened in the camps. The Oxfordshire Soldiers were all given sets of photographs. Arthur Tyler kept these all his life as a reminder of the camp.

Take a few minutes to reflect with the students on the contextual narrative and how the layers have accumulated through the evidence from the different sources.

Slides 11 and 12 : letter from Elizabeth Brandon and photograph of Elizabeth at study



In discussion of the letter, guided **questions** might touch on the following:

- What is this document?
- Who is it from, and who is it to?
- What is its purpose?
- How might it be connected with the page from the notebook?
- Can you construct a narrative using the sources you have seen today?

Context: Elizabeth had been studying in Paris when war broke out, and left with her husband first for New York, and latterly to Houston, Texas.

Additional questions:

Why do you think this action was so important for Naomi? (It gave her hope and strength to carry on.)

What does it say about Naomi that she approached a British soldier to ask him to help her? (To show her own resilience, bravery and that she was determined to find her family).

What does it say about Arthur that he honoured his promise?

Slide 13 and 14: about Elizabeth Brandon



These slides tell us more about Naomi's sister, Elizabeth Brandon. After looking at Elizabeth's place in the Kaplan family, introduce the photograph of Elizabeth, taken during her academic studies in America.

Slides 15 - 17: Naomi's letter to Arthur: "My Dear Mr Tyler!" Facsimile, transcription and excerpts



Slides 18 and 19: Focusing on deeper questions



Slide 18 focuses students' thoughts on the deeper questions raised by what they have found out.

The images on **Slide 19** which appear one by one, are designed to prompt questions which arise from the story of Arthur and Naomi. For every group of young people, their questions may be different. While it is important to allow these to rise out of their experiences, teachers should not feel they must answer all these questions. It is enough to begin to think about the deeper layers of meaning implied here.

Questions that might arise:

- How did Naomi survive?
- What happened to Naomi's family members?
- How could this happen in the modern world?
- Did Jewish people fight back, or resist?
- How many people were murdered? How many people survived?
- What happened to the people running the camp?

The story of Naomi and Arthur will have raised more questions and thoughts than answers. Ask students to collect their observations and questions, and when ready, work with the group to feed back their thoughts. It is important not to feel that you must answer all these questions- this session, students are encouraged to question for themselves and reflect on the story. These may well touch on the significance of acts of courage and kindness in the face of the enormity of the suffering at Bergen-Belsen.

Slides 20 and 21: Images to facilitate reflection

Using the prompts, Students can explore any of the following **questions**:

- What affect does this story have on our understanding of Bergen Belsen?
- Why do you think Bergen Belsen is often seen as a symbol of Nazi crime of the Holocaust for the British?
- What was Naomi's legacy? How can we best remember her?
- Why did Arthur's simple gesture mean so much?
- Are there situations in your life in which you'd like to make a difference?

Slides 22 - 24: Naomi's thoughts, and after the war



Conclude the narrative using **Slide 22**, an excerpt of Naomi talking about her positive outlook.

It includes the following passage: *"I personally think that all these obstacles and the hardships that I have dealt with in camp have made me a much stronger person, and also made me a much better person because I understand how hard it is to deal with things... I developed, I think, a great amount of empathy for people that maybe I felt did not react the way I react, and maybe I could help them and I really think that persisted in my life ... I always feel that people have to be treated very nicely, and I always feel that you have to deal with feelings and help others, and that's my approach to life ... I feel that seeing so much misery and seeing so much hardship teaches you a lot, it taught me a lot."*

Use **slide 23** to inform students what happened to Naomi and Arthur after the war. Information on this subject is listed below in the **Supporting Notes** section.

Question: How do we know that this meeting mattered so much to Naomi and Arthur?

Context: Naomi remembered the British soldier for the rest of her life. She talks about him in her testimony and told her children and grandchildren about him. Naomi died in 2016, but her family continue to keep her legacy alive. Arthur kept the note of addresses, and the letters, for his whole life and wanted them to go to a museum after his death. Eventually, Arthur's papers were actually given to the Oxfordshire Yeomanry Trust, and are now kept at the Soldiers of Oxfordshire Museum. To conclude, look at the picture of Naomi with her family on slide 24.

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Supporting information

Supporting Notes

What happened to Arthur and Naomi after the war:

Arthur

After the war, Arthur moved back to his modest home in Neasden, Northwest London. In 1950 he married Peggy Major in Willesden Town Hall. Peggy had worked as a waitress, called a 'Nippy' at a Lyons Tea Room. Peggy and Arthur had no children and lived a quiet life in this area for nearly 50 years. But Arthur had not forgotten the events at Bergen-Belsen. In July 1992 there was public outrage at the suggestion that a Holocaust denier, David Irving, might be hired by a national British newspaper to transcribe the diary of Nazi Minister Josef Goebbels. A demonstration was arranged by the Board of Deputies of British Jews with the Association of Jewish Ex-Servicemen and Women (AJEX) and the Union of Jewish Students. Arthur Tyler joined the protest. The protest was front-page news. Millions of people saw reports in local, national, and international newspapers, on television and radio stations. Arthur was quoted in three major British newspapers; The Independent, The Evening Standard and The Scotsman, alongside Holocaust survivor Victor Greenberg, who shared his own compelling testimony. Arthur described the horrors of Bergen-Belsen: "To deny that all this happened is so wrong. It makes me very angry because I saw it with my own eyes." [The Independent, 4 July 1992.] After Arthur died in 2005, aged 87, his wife Peggy donated his collection, including the letters written by Naomi Kaplan and her sister Elizabeth Brandon, to the Oxfordshire Yeomanry Trust, to help others remember the events at Bergen-Belsen.

Naomi

In New York, Naomi met survivor Martin Warren. They married and moved to Houston to join the rest of her family, including her father who arrived after his release from a Siberian prison camp, and her brother Mark, who had also survived the Nazi concentration camps. Martin and Naomi set up a successful import business, specialising in bringing Danish ham to Texas. Tragically, Martin died prematurely in 1960, leaving Naomi a widow with three small children. Naomi decided that she would carry on running the meat import and processing business, a highly unusual move for a woman at that time. She wanted to prove that "a woman can be also capable". Under her leadership, the business continued to flourish. In 1996 Naomi became a member of the Board of Directors of the newly opened Holocaust Museum Houston. For her 80th birthday in 2000, Naomi's children founded a programme to help young educators learn more and understand effective ways to teach pupils about the Holocaust and genocide. Since Naomi's death in 2016, the programme has been continued by the commitment of her family and the Museum. The Warren Fellowship for Future Teachers has now included hundreds of young people and continues to inspire new generations.

Exploring antisemitism: resources

Teachers can continue to explore antisemitism through the following resources:



Engaging all learners

This lesson is not about supplying answers, but about asking questions effectively. As the teacher is the model for effective questioning, their style of questioning, without supplying answers, is a key element of this lesson. Questions may at times need to be reframed to ensure clear understanding for anyone with limited English or additional learning needs. They may need to be reinforced through writing on post-it notes, cards or small whiteboards. Noting questions on cards can also provide opportunities for synthesis and reflection. These can be attached to an image of the note to aid any recording carried out later.

While students are asked to bring a note to the lesson, it does not need to be an extensive one: it can be a picture, a reminder of a few words, a list, or any other scribing which is relevant to the student. It can be a note created by a relative (with permission). The note itself is a list of addresses, and the most important content- the address of Naomi's uncle- has been isolated and made bigger for closer study and focused reading. Elizabeth Brandon's letter is more extensive and so we have provided an MP3 recording of the letter to create better accessibility. We have also supplied a recording for Naomi's letter to Arthur.

Additional Information

Pedagogical guidance: 'Reading' an object from history is a key historical skill, and this takes students away from the history books to learn the historian's process. No information is supplied initially: rather, the students look carefully at the evidence from each source and use this to add layers to the background narrative. 'The Note' is the centre of this process. Students learn the importance of context, first in their own lives, and then to understand the central source: a list of addresses, jotted down and folded up.

In this way students are free to build their own picture; they are motivated to find out the context. At no time are they 'manipulated' by trying to impose a meaning on the events surrounding this note, by seeking to involve them emotionally, or by introducing a moral code. This lesson is left open to be a place for talking openly together, reflecting on what is before students, learning to ask questions and thinking critically.

It was using just this approach that, During the Covid-19 lockdowns of 2020, Dr Myfanwy Lloyd began to search for Naomi, using the letters sent to Arthur Tyler and the addresses he collected in Bergen-Belsen camp in 1945. It was Dr Lloyd who reconnected Naomi's children, Helen, Benjamin, Geri and Naomi's wider family to 'Dear Mr Tyler', of the Oxfordshire Yeomanry, who helped Naomi after the liberation of Bergen-Belsen.

Historical context

The following information aims to provide students with required historical context at different stages of the lesson.

When did the Holocaust take place?

The Holocaust took place during World War II. It was the systematic, state-sponsored persecution and murder of six million Jews by Nazi Germany and its collaborators, although the oppression of Jews by the Nazis began as early as 1933.

Who are the Jewish People?

Jewish people have a shared history, culture, and religious tradition, originating from the ancient Israelites of the Middle East. Judaism, their religion, is one of the oldest monotheistic faiths in the world, centred around the belief in one God and the Torah as their sacred text. The Jewish people are highly diverse, both historically and in the present day, encompassing various cultural, linguistic, and religious traditions shaped by geography and time.

How many Jews lived in Europe in 1933? And how many in Germany?

In 1933, approximately 9.5 million Jews lived in Europe, representing about 1.7% of the continent's total population. Around 500,000 of them lived in Germany, making up less than 1% of the German population at that time.

How many Jews were left in Europe after the war? And how many in Germany?

By the end of World War II in 1945, an estimated 3.5 million Jews remained in Europe, a drastic reduction due to the Holocaust. In Germany, the Jewish population had been reduced to around 15,000 survivors by 1945.

How diverse were the Jewish communities at that time?

Jewish communities in Europe were highly diverse in 1933, with variations in language, customs, religious practices, and levels of assimilation. Jews lived in both rural and urban areas, with significant communities in Eastern Europe, such as Poland and the Soviet Union, and smaller, more assimilated populations in Western Europe.

Who were the perpetrators in the Holocaust? Who were the collaborators?

The primary perpetrators of the Holocaust were the Nazis, led by Adolf Hitler and the SS, along with other branches of the German government and military. Collaborators included local authorities and individuals from occupied countries such as France, Hungary, Romania, and Poland, who assisted in identifying, deporting, and killing Jews.

What was their ideology of antisemitism?

Nazi antisemitism was rooted in racist ideology, viewing Jews as an inferior race and a dangerous threat to society. It depicted Jews as corrupt, morally degenerate, and responsible for Germany's economic and social problems. This form of antisemitism combined traditional religious prejudice with pseudoscientific racial theories.

What was the final solution?

The Final Solution, implemented by the Nazi regime between 1942 and 1945, was the plan to exterminate all Jewish people in Europe. It led to the murder of approximately six million Jews, which represented around two-thirds of the Jewish population in Europe at that time. The Nazis carried out this genocide primarily in death camps like Auschwitz-Birkenau, Treblinka, and Sobibor, where people were systematically killed in gas chambers. Over a million children were among the victims, and the Nazis also targeted other groups, including the Romani people, disabled people, and political opponents. The Final Solution was coordinated by high-ranking Nazi officials at the Wannsee Conference in January 1942.

About Bergen-Belsen concentration camp just before liberation:

Bergen-Belsen concentration camp, just before its liberation by British forces on April 15, 1945, was in a state of catastrophic disorganization and chaos due to the Nazis' retreat and overcrowding from forced evacuations of other camps. Here are ten key features of the camp at that time:

- **Severe Overcrowding:** Originally intended for about 10,000 people to be imprisoned, by early April 1945, the camp held over 60,000 inmates, many of them sick or dying.
- **Rampant Disease:** The camp was a breeding ground for infectious diseases, particularly typhus, tuberculosis, dysentery, and scabies, which were widespread among the prisoners.
- **Minimal Food Supply:** Food rations were almost non-existent, and many prisoners were surviving on as little as 500 calories per day, leading to severe malnutrition.
- **Lack of Sanitation:** There was virtually no clean water or proper sanitation. Latrines were inadequate, leading to unspeakably filthy conditions, and the camp was infested with lice and other vermin.
- **Mass Deaths:** By the time of liberation, approximately 13,000 corpses lay unburied around the camp. Thousands had already died in the weeks leading up to liberation due to starvation, disease, and neglect.
- **Halt in Operations:** Bergen-Belsen was not originally a death camp like Auschwitz-Birkenau, but in its final months, SS guards abandoned any pretence of care for the prisoners.
- **Evacuees from Other Camps:** Many of the prisoners at Bergen-Belsen in 1945 were evacuees from other camps in Eastern Europe, sent westward as the Allies advanced. These so-called "death marches" added thousands of weakened and starving prisoners to the camp.
- **Division into Sections:** Bergen-Belsen was divided into several sections, including a camp for Jews, a camp for political prisoners, a "Star Camp" for Dutch Jews, and a camp for foreign civilians used for exchanges. However, as the situation deteriorated, these divisions became less distinct.
- **Failure of SS Control:** As British forces approached, the SS began to abandon the camp, though some remained. The camp's commander, Josef Kramer, was captured shortly after liberation and became infamous as the "Beast of Belsen" for his role in its horrific conditions. After the end of the war Kramer and other SS guards were tried and executed for their role in the mass death at Bergen-Belsen and other camps.

Acknowledgements



Image courtesy of Holocaust Museum, Houston

This resource was made possible by the generosity of Naomi's extended family: the Warren, Brandon, Spector and Roper families, to celebrate the life of Naomi and the ongoing positive impact that her legacy leaves in the world.



FIND OUT MORE

Find out the full story of Naomi and Arthur, and see the original letters in a permanent exhibition at:

Soldiers of Oxfordshire Museum

Park Street.

Woodstock

Oxfordshire OX20 1SN

<https://www.sofo.org.uk>

Phone and Email:

General Enquiries & Event Tickets: 01993 810 211

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