

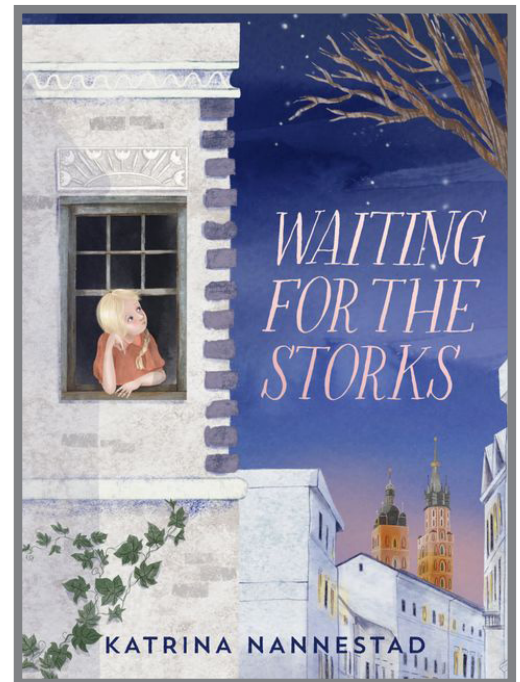
# Waiting for the Storks

AUTHOR  
**KATRINA NANNESTAD**

SCIS: 5419108

ISBN: 9780733342271

RECOMMENDED FOR: Lower Secondary



## SYNOPSIS

*I don't want to remember the truck, or the night I was taken, or the family I left behind. I am not a sad Polish girl. I am a good and happy German girl.*

*I am. I am. I am.*

It's the Second World War and Himmler's Lebensborn Program is in full flight when eight-year-old Zofia Ulinski is kidnapped by the Germans. She has blonde hair and blue eyes, just like the other Polish children taken from their families and robbed of their names, their language, their heritage.

But when Zofia is adopted into a wealthy and loving German family, it is easier, it is safer to bury her past, deep down, so everything is forgotten. Until the Polish boy arrives.

And the past comes back to haunt her.

## ABOUT THE AUTHOR

Katrina Nannestad is an award-winning Australian author. Her books include the CBCA-shortlisted *We Are Wolves*, *The Girl Who Brought Mischief*, the Travelling Bookshop series, The Girl, the Dog and the Writer series, the Olive of Groves series, the Red Dirt Diaries series, the Lottie Perkins series, and the historical novel *Rabbit, Soldier, Angel, Thief*.

Katrina grew up in country New South Wales, in a neighbourhood stuffed full of happy children. Her adult years have been spent raising boys, teaching, daydreaming and pursuing her love of stories. Katrina celebrates family, friendship and belonging in her writing. She also loves creating stories that bring joy or hope to other people's lives.

Katrina now lives on a hillside in central Victoria with her husband, a silly whippet called Olive and a mob of kangaroos.

Find out more about Katrina at: [www.katrinanannestad.com](http://www.katrinanannestad.com).

## STUDY NOTES

- As a class, research Heinrich Himmler, the Nazis and Poland in 1941. Ask the class to consider why the author has set the story in this time period.
  - What issues about nationality and identity and freedom could arise as a consequence of Germany invading Poland?
  - How could the setting and time of the story, and the potential moral conflicts that arose as a consequence, shape the lives of the characters in the novel?

- Think about storks as a motif and allusion in this story. What meanings and associations do storks typically evoke?
  - What values do storks represent in the text?
  - What obvious message does the motif of storks communicate to the reader?
  - What lesson is the author asking the reader to learn?
  - How important does the motif of storks become by the end of the book?
- Drawing evidence from the text, and in particular from the beginning and ending of the novel, write a 400-word response on the ideas and values storks represent in the novel.
- Great authors work hard to create a complex main character who has a range of attributes. An empathetic protagonist is a feature of most great novels. How does an author create a protagonist who is interesting and readers champion and like? Make notes on Zofia's attributes across the course of the novel by recording one or two quotes for each chapter. How has Zofia changed across the events of the novel?
- After reading the novel, either write an essay exploring the following question or have an in depth discussion as a class:
  - ““We’re just children,” whispers Tomasz. “We shouldn’t have had to choose.”” (p 242) How does this quote from *Waiting for the Storks* reflect the central message of the novel?