“A moving novel about a truly brave girl. Maddie is a wonderfully thoughtful, creative, and funny protagonist, with whom readers will identify as she grapples with her social and physical challenges. This poignant and uplifting novel is a good read-alike for fans of R.J. Palacio’s *Wonder.*” —SCHOOL LIBRARY JOURNAL

“Maddie’s offbeat sense of humor is the heart of this story from spouses Morris and Brown, which was inspired by their own daughter. Maddie learns to stand up for herself and face her fears head-on in this moving story of courage and heart. Morris and Brown balance the gravity of Maddie’s illness with her buoyant imagination as she navigates the reality of the surgery she needs and the politics of sixth grade.” —PUBLISHERS WEEKLY

Compassion in Action postcards and stickers are available.

This reader’s guide includes dozens of activities to help children understand how to show compassion.

Order from your usual bookseller or from us directly. Teachers, librarians, and booksellers may request a digital review copy online at http://EdelweissAboveTheTreetline.com and click “Shadow Mountain” Fall 17 catalog.

Publisher contact: Ilise Levine  ilevine@shadowmountain.com
ABOUT THE AUTHORS

Chad Morris and Shelly Brown are the parents of five children—four sons and one daughter. Maddie. When Maddie was nine years old, she was diagnosed with a brain tumor. Her positive outlook, imagination, and courage in the face of such a challenge was an inspiration to her friends and family—and provided the basis for this novel. Maddie collected mustaches during her illness and still finds humor in them today.

COMMON CORE CONNECTIONS

CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and appropriate description, and then analyze how specific narrative decisions shape a text.

CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

PRE-READING ACTIVITIES

Activity Option #1
Research Science Fair Project

In Mustaches for Maddie, we’re introduced to many medical terms when Maddie discovers she has a brain tumor and needs surgery. Maddie’s fears are driven, in part, by her not understanding her condition or what doctors will be doing to make her healthy again. Have students research the following topics which they will encounter in the book: tumors which are benign or malignant, MRI (Magnetic Resonance Imaging), pituitary gland, neurologist, and anesthesia with the following objectives:

- Define each medical term.
- Detail a medical process like a tumor from symptoms to diagnosis to treatment to after-care. How many different types of medical professionals are involved in patient care?
- Discuss medical advances in treating tumors or cancerous tumors from the early 1900s to today including the early work on radiation treatments and chemotherapy.
- Invite a guest speaker who could share additional information and answer questions for the students about tumors, treatment options, and possible side effects of treatment, etc. Consider asking the school nurse, a parent or community member in the medical profession, or someone in the community who survived a tumor to be your guest speaker.
- Microsoft has a website to connect educators to volunteers with expertise on a wide variety of subjects to be guest speakers for your classroom. Learn more at this link: https://education.microsoft.com/skype-in-the-classroom/find-guest-speakers

Activity Option #2
Composition in Action Auction: Everyone Has a Great Idea!

When confronted with challenges or situations she views as wrong or ugly to others, Maddie has a positive outlook and a genuine desire to put compassion into action to help. In this activity, students will focus on the impact compassionate acts have on others by generating ideas for a Compassion in Action Auction where students will offer services which other students can bid on by using “Thank You Auction coupons” that they have earned by doing kind things for others.

- Brainstorm ideas for services that students can do for others such as creating artwork to depict a notable deed, writing a poem to honor someone, volunteering to pack up trash on the playground, or making a breakfast basket for a group of students or a healthy, homemade snack bag, or fixing someone’s bicycle or skateboard.
- Have students send home the parent letter to explain the purpose behind the activity and resources needed. (Appendix A Sample letter)
- Students will make a small poster to advertise the service that will be auctioned.
- Students can earn Thank You Auction coupons (Appendix B) for a month prior to the auction. Coupons are given by the teacher or librarian when they or another student sees a compassionate act that deserves a “Thank You.”
- Each student can receive up to five Thank You Auction coupons (Appendix C) to thank them for participating in the event.
- On the day of the Compassion in Action Auction, list all the services available and start the bidding!

Supplemental Tools

Video Links about Compassion in Action

- TedTalks: Hero: A Lesson from a Volunteer Firefighter
- What Is Compassion?

Video Links about Mustaches for Maddie

- The Kindness Project: Being Kind Is Easy!

Activity Option #3
Compassion Scenarios

Students may not have a clear understanding of what compassion means, so this role-playing activity is designed to help illustrate this concept in realistic scenarios taken from the book Mustaches for Maddie.

- Lexi is a new student in Maddie’s class and is left out of the fun and games at recess by Cassie, the self-appointed “class queen,” who chooses who will get to hang out with her in the cool group.
  - How did Maddie feel compassion for Lexi in this situation, and what did she do about it?
  - Was there a difference between Maddie’s feelings and her actions and why?
  - How could you show compassion to a new classmate on their first day in class?

- Cassie wants to play the lead in the class production of Romeo and Juliet. To make sure she does not have any competition, Cassie convinces everyone they should do other roles in the play.
  - If you had been there, how could you explain to Cassie in a kind way that other students have a right to try out for the lead in the play as well?
  - What would you do if Cassie became angry at you?

Activity Option #4
Raindrops and Mustaches Door Display

The cover of Mustaches for Maddie represents the story metaphorically by showing raindrops as life’s challenges and a girl with a mustache umbrella protecting herself from the rain. Have students create a door display of your own version of the book cover with mustaches representing events or people in our lives that make us feel better and who help us face challenges through acts of kindness—like getting a high five from a friend, a hug from a parent, or a kind note from a classmate—and raindrops representing challenges or things that make us sad like feeling lonely or scared, losing a friend or loved one, being sick, getting a bad grade in school, or losing a game in sports.
Chapter 9: “Escape Pod”
Maddie has an MRI (Magnetic Resonance Imaging) test done. The doctors need to see pictures of her brain so they can diagnose why her arm is moving so strangely and why she is falling down. Maddie uses her imagination to think of the MRI in a new way so it’s not so scary to her. She imagines the initials stand for Massive Robot Intelligence and the machine is an escape pod, beeping and making noise during the procedure.

How would you imagine an MRI as something entirely different, but similar, to make you less afraid of it?

Chapter 10: “Two and a Half Golf Balls”
Maddie and her family learn that she has a tumor and will need brain surgery. As soon as the doctor leaves her hospital room, Maddie’s little brother, Max, pops up with an orange mustache he had made from Play-Doh. Despite the seriousness of the moment, it made Maddie laugh, and she describes it by saying, “I loved all kinds of mustaches, but right then, that one was my all-time favorite.”

Why did Maddie think that?

Have you ever been in a situation where you did something which may have been small but it was the perfect thing at the perfect time to make someone feel better?

What does Max’s action tell us about being a comfort to people in need?

Chapter 11: “Ice Cream for Breakfast”
Maddie is worried about her tumor and says she “has a real monster to think about... Something horrifying and unknown waiting in the darkness to get me.”

Why do you think she does this?

How is the tumor or any serious challenge like a monster?

Does calling a serious challenge “a monster” make it easier for you to fight or make it scarier to you?

Chapter 12: “Did You Ask Him?”
Maddie goes back to school and is constantly thinking about her tumor and what lies ahead in treatment. She doesn’t tell anyone about it, but with every conversation she has, her fear and raise her confidence by asking her friends a few random questions like “Would you rather be super strong or be able to sneeze laser beams or burp bombs?” and “If you were surrounded by bad guys, would you rather be able to sneeze laser beams or burp bombs?”

How does each friend react to her questions?

Was Maddie able to change the focus from being on her arm being weird to something else?

How did this conversation about fying and burping help to calm her fears?

Maddie tries out for the part of Juliet even though she knows Cassie does not want her to. At the end of the audition, Maddie gets nervous about trying out for the same part as Cassie wants. This prompts Maddie to tell Mrs. Baer and Mrs. West that she knows that Cassie also wants to be Juliet so perhaps she should not have tried out for that role, but Mrs. Baer assures Maddie that it is fine if one more than one person wants the same role.

Make a prediction. What role in the play do you think Maddie will get?

Will the play be fun for everyone or will there be problems?

Chapter 16: “Mix-Up”
Cassie is unhappy that Maddie got the part of Juliet in the class production of Romeo and Juliet and confronts Maddie. Cassie thinks this is a mix-up and goes to Mrs. Baer to correct it, but Mrs. Baer confirms that Maddie did, in fact, want the part. Mrs. Baer asks Maddie why she told Cassie something different and tells her, “You know you don’t have to please everyone.”

Why did Maddie lie to Cassie about the part?

What did Mrs. Baer mean?

What were Maddie’s intentions in this scene, and did she do the right thing?

Is it ever okay to lie to keep someone from being mad at you?

Chapter 18: “The List I Super-Ultra-Mega Hated”
Like many chapters in the book, this chapter begins with a scene that sounds real but actually comes entirely from Maddie’s imagination. In this case, Maddie imagines the doctor telling her she only has three days to live, but then he tells them that didn’t really happen and calls it “a day-nightmare.”

What is the authors’ intention in creating these fantasy scenes of Maddie’s worst thoughts?

Is that a realistic portrayal of how people think when something bad may potentially happen?

Dr. Montoya, the neurosurgeon (brain doctor), explains where Maddie’s tumor is located in her head and the plan for surgery, but there is a lot of information and medical terms to understand for Maddie and her parents. Maddie’s parents ask a lot of questions to help them understand the surgery and possible outcomes. Dr. Montoya also asks Maddie if she has any questions. Maddie asks, “What could go wrong?”

What would you have asked the doctor? Would you have asked a similar or different question?

After Dr. Montoya tells Maddie the things that could go wrong, Maddie’s mom asks the doctor to remind Maddie what could go right.

Why was this important to do, and how did this help Maddie?
Chapter 28: “Dear Mom and Dad”

The night before the brain surgery, Maddie writes her family a letter in case things do not go well during surgery. How does the letter help us understand what Maddie is feeling? What things are important to her? Do you think writing the letter helped her or her parents more? Why?

Have you ever been in a situation where someone you love is worried about you and you expressed your thoughts to them to help them feel better?

Chapter 30: “A Tower of Dinosaurs” and Chapter 31: “Mustaches”

After surgery, Maddie has a bandage in her nose which the doctors call a “mustache bandage,” which is perfect since mustaches make Maddie happy. Maddie is in a lot of pain, but finding out that she has a mustache bandage makes her want to smile.

Think about how mustaches make Maddie happy and then about what makes you happy. Do you have something like silly mustaches that you love to collect?

What makes you happy or helps you face a challenge? How does this help you?

Maddie is still in the hospital and recovering from brain surgery. Although the surgery went well, Maddie struggles to relax and sleep. In fact, it has been four days since Maddie has slept. Maddie’s mom shows her an outpouring of photos of her friends, teachers, and family sporting silly mustaches on social media. Total strangers start adding their own well wishes for Maddie by posting pictures of themselves with funny mustaches. When Maddie realizes that people care about her, she is able to relax and sleep.

Why does this work? How do love and compassion play a role in helping Maddie to relax and sleep? What are some simple things you could do to let others know you care about them?

Chapter 32: “A More Important Dream”

Maddie asks her dad about his newly published book and realizes that he didn’t get to promote it because he was with her in the hospital. Maddie feels bad because she knows that writing a book was an important dream of her dad’s, but her father insists that Maddie is a more important dream.

Although her dad’s dream for his book did not turn out exactly how he wanted, Maddie feels his love for her and recognizes how important he is to her.

What is your most important dream? What will bring you the most happiness and why?

Chapter 34: “Mind Powers”

Maddie takes a stand and refuses to take orders from Cassie any longer. She says that she no longer cares what Cassie thinks about her and does not feel the need to impress her any more.

Why is standing up to a bully so hard? What advice would you give someone who is dealing with a bully?

Chapter 35: “Supernova”

Maddie is tired of people being left out. She tells her classmates that anyone who wants to play her game is invited to play. Recess now has everyone interacting with one another. There is only one person left out and that is Cassie. Maddie feels bad about Cassie being alone and that she would forgive Cassie if she would apologize, but Maddie is pretty sure Cassie will not apologize.

Should Maddie reach out to Cassie? What’s the best way to do that? Make a prediction about how this problem will be solved.

Chapter 36: “The Surprise Ending”

Maddie and Devin act in Romeo and Juliet with a revised ending that they created. What is the new ending and how is it different from the original play?

Do you like their changes? Why do you think Maddie and Devin made the changes that they did?

Look for evidence in the text as to why Maddie did not want Juliet to give up on life.

Chapter 38: “Seeing the Future”

Maddie discovers she has a cyst near the tiny part of the tumor that is still in her brain and describes the return of “the monster . . . scarier and uglier than ever. And bigger. A lot bigger.” Right now, it felt like it could crush me with one stamp of its scaly foot.”

How do you feel right now about this news and Maddie’s response to it?

Chapter 39: “Again”

Maddie is still concerned about Cassie not having any friends. She thinks about how much her “team of friends” are helping her face her “monster.” Maddie says that “tumors and cysts can’t stop ideas.”

Make a prediction. What do you think Maddie’s big idea is going to be?

How is Maddie going to help Cassie?

Chapter 40: “Cards”

Maddie nervously approaches an angry Cassie and says she understands that she’s not the only one who has to “go through hard stuff,” citing other kids with parents who are divorced or out of a job or have relatives that are ill. Maddie presents Cassie with a decorated box filled with notecards which she asked her friends to write to Cassie.

What other stories have you read where a main character was mean, but you later understood something about that character which made them more sympathetic?

Why was it important that Maddie gave Cassie physical notecards instead of sending her something on social media?

How are your social media interactions different from real-world interactions?

Chapter 41: “Epic”

Maddie has a monster to face. It is time for her to go to the hospital for her second brain surgery. Once again, friends and family are there for her to support her and wish her well. Maddie realizes that she is a strong and determined young lady who has faced the challenge of making new friends, standing up to a bully, surviving brain surgery, and performing Juliet in front of everyone, so she is ready to face this latest monster.

Who specifically helped her face this monster and how? Use text evidence to support your answer.

Why is it important to have others help you fight your monsters?

Who can you always count on to help you fight your monsters?
Mustache Connections Reader Response
Interactive Bulletin Board
Use the Mustache Connection bulletin board template to create an interactive bulletin board (Appendix D).

- As students finish the chapters, they will use a Post-it Note to react to the book and display their thoughts on the bulletin board.
- Students can see what other students are thinking and display their own ideas. Powerful classroom discussions can be generated from the connections students make with the text and with each other with this interactive bulletin board.

Raindrop and Mustache Think/Pair/Share Activity
This think/pair/share activity will focus on students identifying problems and solutions presented in the story.

- Importance of supportive people in your life.
  Maddie thinks about the attributes she loves about members of her family. Choose an important person in your life and write a note to that person telling him or her what you love and value about that person.

Helping others.
Maddie’s classmates do many nice things for her to boost her mood when she is having a tough time. Make a list of ten nice things you have done for other people this week.

What is your monster?
Have students write about a challenge they face in their daily lives. Make an illustration demonstrating this monster and how you conquer it.

New kid on the block.
Lexi is the new girl in school. Write a letter to her, giving her advice about how to make new friends.

Mustache cards.
At the end of the book, the entire class makes cards for Cassie to help her feel better. Make a card for someone that will cheer them up.

Diary entries.
Write five diary entries written in the first-person point of view from one of the characters.

Journal prompt.
Have you ever felt bullied by someone else? How did you handle it? Write a journal entry about this experience.

What makes you unique?
Maddie is true to herself. Create a comic strip to introduce yourself. Tell about what makes you unique.

CIA Monday Mustache Day
Make the class part of the CIA (Compassion in Action). In chapter 27, Ethan was jealous of all the nice things people were doing for Maddie and was upset that nothing nice ever happened to him on a Monday.

- Students will select a specific Monday to do something nice for others and complete a Monday CIA project. The class will plan a secret service for another class or group, carry out that project, and then discuss how the project made them feel. Use the CIA Planning sheet for this process (Appendix E).
- For extra fun, have the students leave behind an anonymous mustache calling card (Appendix F) for the person or group that the Monday CIA project was done for.

Interview Project/Friendship Quilt
Students will conduct an interview and present their findings with a friendship quilt.

- Give students the Friendhip Quilt interview directions handout (Appendix G).
- Students will conduct an interview with a family member, neighbor, teacher, or another individual outside of the classroom and ask this person about a friend who made an impact on his or her life.
- After students conduct the interview, they will fill in the Friendship Quilt template (Appendix H).
- Students will present their Friendship Quilt to the class.
- Friendship Quilts can be hung on the wall to create a giant class friendship quilt.

Compassion around the World
Students will learn about “Compassion in Action” around the world by marking on a map where outstanding people around the world have made a difference.

- Students conduct research and mark on a map the people around the world who have demonstrated outstanding acts of compassion and courage. One example might be Malala Yousafzai, who was the youngest recipient of the Nobel Peace Prize for her work in the struggle against suppression of children and the right of all children to an education.
- Students will use the Compassion in Action around the World handout (Appendix I) to document their findings and mark the place on the map where the person lives.

Mustache Monday
A Mustache Day will be declared, and a special math activity will be presented. Students can use a mustache math game to reinforce math skills.

- Students can use a mustache math game to reinforce math skills.

Maddie’s Memes to Live By
Students will create memes that represent Maddie from the novel Mustache for Maddie.

- Choose ten visuals that reflect the story. Label them as “Maddie’s Words to Live By” or caption the visuals with thought bubbles of the characters.
- Students could also use a meme generator to create memes which represent Maddie.
- Students can also use paper and crayons to create original memes or thought bubbles.

Performing Arts
Students will perform scenes from Romeo and Juliet.

- Break the class into small groups and have the students perform a scene or two from Romeo and Juliet as mentioned in the book.
- For extra flair, let students wear mustaches!
- For an additional activity, have students draw a picture of the character they would like to play and write a paragraph or two about why they would like to play that character.

CIA Secret Service
Students will write kind, anonymous notes for one another.

- Put the names of everyone in the class in a bowl and have each student draw one and keep it a secret.
- Have each student write a note or make a card for that person, and then have them write compliments to that person.
- Gather the cards and disperse them back out.
- Ask students how it felt to do something nice for someone else. Then ask them how it felt to receive something nice from someone else.

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Dear Parents,

Our class is reading the book *Mustaches for Maddie* by Chad Morris and Shelly Brown. One of the themes in the book is Compassion in Action, and to illustrate that we’ll be having an auction of special services and talents. During the month before the auction, teachers and librarians will be giving out “Thank You Auction coupons” when they see a student showing kindness and compassion to another student. Students will then bid on service auction items with the coupons they have earned.

Our class came up with several great ideas for the auction, and your child would like to offer the following for bidding:

Your child will be asked to make a poster to advertise their service project the week before the auction. We will be holding the Compassion in Action auction on _____________________________.

Thank you,
### Appendix C: Compassion in Action Auction Coupons

|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|

### Appendix D: Mustache Connection Bulletin Board Template

<table>
<thead>
<tr>
<th>Mustache Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author is very good at the decision.</td>
</tr>
<tr>
<td>If this story was told from the point of view of an animal, it would make sense.</td>
</tr>
<tr>
<td>My mustache is so huge it sometimes blocks my eyes.</td>
</tr>
<tr>
<td>When I need a friend, I talk to my mustache.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>It isn't fair when...</td>
</tr>
<tr>
<td>I know someone like...</td>
</tr>
<tr>
<td>I feel inspired to...</td>
</tr>
<tr>
<td>My monster is...</td>
</tr>
<tr>
<td>I wonder...</td>
</tr>
<tr>
<td>I laughed when...</td>
</tr>
<tr>
<td>My story starts with...</td>
</tr>
<tr>
<td>I will put compassion into action by...</td>
</tr>
<tr>
<td>Just like Maddie, I feel...</td>
</tr>
</tbody>
</table>
In Chapter 27, Ethan was jealous of all the nice things people were doing for Maddie. He was upset that nothing nice ever happened to him on a Monday. As a class, we are going to make someone’s Monday great! You may even want to leave a mustache as an anonymous sign that you have been doing great work!

Choose
Who will you do something nice for?
• A person—your principal, secretary, a computer teacher
• A group—another class, the lunch ladies, a group of teachers

Plan
What are you going to do?
• Write notes
• Draw pictures
• Do a job like take out the recycling

Do
When will you do this?
• At recess
• During lunch
• In secret
Friendship Interview

Interview someone outside of our classroom. This person could be someone in your family, a neighbor, a teacher, or someone you respect. Ask the person the following questions:

• Who was a friend that made a big impact on you?
• How did that person make you feel?
• What specific actions did that person take to make you feel good about yourself or your situation?
• How did that person positively impact your life?

When you are done, complete the Friendship Quilt paper, and we will make a classroom Friendship Quilt.

A Good Friend Friendship Quilt

Example of a good friend from your interview. (use 4 or more sentences)

How does a good friend make you feel? (use 3 descriptive words from your interview)

What does a good friend do? (use 2 verbs from your interview)

Picture of someone being a good friend. (draw 1 picture)
Compassion in Action around the World

Name: ____________________________  Name: ____________________________
What did this person do? ____________  What did this person do? ____________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Name: ____________________________  Name: ____________________________
What did this person do? ____________  What did this person do? ____________
__________________________________________________________________________
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__________________________________________________________________________