

The Half She Didn't Do

Facilitator note: The skill is editing without annexing - helping someone improve their work while leaving their ownership intact: their sentences stand, your questions do the work, they decide. Keep the frame on the replacer's side: Mussia is competent and genuinely makes the text "better," and the story's point is that better-by-replacement is a different, smaller thing than better-by-editing, because the exercise was ownership, not polish. Yitti is never a charity case - her draft has real flaws and one sentence better than anything Mussia writes, and she cuts her own first paragraph once asked the right question. Do not let this become "never offer writing help" (the margin questions are the story's hero) or "all feedback is theft" (the repair is full of feedback - delivered as questions, with the decision left in the owner's hands). Students are not asked to disclose real experiences of having work taken over; Activity 7 is a fictional case.

Teacher answer key

1. A problem belongs to the work's owner - she feels it and wants it solved; an itch belongs to the helper - the work is fine for its owner and bothers the faster, more confident watcher. The difference decides everything because fixing someone else's itch at their expense is not help, "it is annexation with good manners" - the help has to be aimed at what the owner needs, or it relocates the work instead of improving it.
2. The card: "Editing leaves the person's sentences standing and asks them questions. Replacing removes the person and keeps their topic." (a) editing - the sentence stands and the question does the work; (b) replacing - the person is removed and only their topic remains; (c) editing - it names a real problem and leaves the decision in the owner's hands.
3. b, d, a, c, e. The tidy (b) creates the harm; the quiet (d) makes it undeniable; the audit (a) names what actually happened; the draft (c) supplies the material for a real repair; and the slower sessions (e) prove the repair is a procedure, not just an apology paragraph.
4. (a) Replacing: 1.5 person-hours (one person, 1.5 hours). Editing: 3 sessions x 1 hour x 2 people = 6 person-hours. (b) Replacing: $1.5 / 1 \text{ owner} = 1.5 \text{ person-hours per person who owns the board}$. Editing: $6 / 2 \text{ owners} = 3 \text{ person-hours per owner}$. The edited path costs double per owner - and the arithmetic leaves out everything that decides whether it is worth it: only one path leaves two people able to stand at the board, and only one path teaches the owner anything. Steps shown.
5. Morah's day-one warning was that "I will know whose work is whose - that is the point of the exercise": the exercise was ownership, not polish. The crooked original is better on the board because "it sounds like a girl noticed something true instead of a brochure announcing it" - and because a board with two names is only true if both girls are actually in it.
6. The drawing should show: the shared notebook; six paragraphs replaced in neat pencil; the original moved to "the back of the notebook"; and margin questions replacing the rewrite.

Strong captions quote "Editing leaves the person's sentences standing and asks them questions" or "if their name goes on it, something of them has to be in it." Any honest rendering counts.

7. Sample: Sentence - "Kaila caps the marker and says: 'It's your poster - I'll ask questions, you fix it.'" Question - "She asks: 'What do you want people to look at first?' and her sister moves the title up herself." Rule - "She writes on an index card for her pencil case: 'Their name, their sentences - I bring questions, not replacements.'" All three parts, with names; wording may vary. (Case name Kaila is fictional.)

8. DRAFT row 1 columns 1-5; ERASE row 2 columns 1-5; MARGIN row 3 columns 1-6; PARTNER row 4 columns 1-7; SMOOTH row 5 columns 1-6; REPAIR row 6 columns 1-6; SENTENCE row 7 columns 1-8; OWNER row 8 columns 1-5. The real help happens in the MARGIN; the board's second name has to belong to an OWNER (accept OWNER; "the person whose sentences survive" with reasoning).