

Grub

My platter arrives, the waitress urging,
 "Eat up, hon," before she hustles away.
 The omelet has been made with
 processed cheese, anemic and slithery.
 5 The toast is of white bread that clots on
 my tongue. The strawberry jelly is the
 color and consistency of gum erasers.
 My mother reared me to eat whatever
 was put in front of me, and so I eat. I
 10 look around. At six-thirty this Saturday
 morning, every seat is occupied. Why are
 we all here? Why are we wolfing down
 this dull, this dangerous, this terrible
 grub?

15 So why are we here in these swaybacked
 booths eating poorly cooked food that is
 bad for us? The answer, I suspect, would
 help to explain why so many of us are so
 much bigger than we ought to be. I sniff,
 20 and the aroma of grease and peppery
 sausage, frying eggs and boiling coffee
 jerks me back into the kitchen of my
 grandparents' farm. I see my
 grandmother, barefoot and bulky, mixing
 25 biscuit dough with her blunt fingers. Then
 I realize that everything Ladyman's
 serves she would have served. This is
 farm food, loaded with enough sugar and
 fat to power a body through a slogging
 30 day of work, food you could fix out of
 your own garden and chicken coop and
 pigpen, food prepared without spices or
 sauces, cooked the quickest way, as a
 woman with chores to do and a passel of
 35 mouths to feed would cook it.

"Hot up that coffee, hon?" the waitress
 asks.

"Please, ma'am," I say, as though
 answering my grandmother. My father
 40 stopped at places like Ladyman's
 because there he could eat the vittles he
 knew from childhood, no-nonsense grub
 he never got at home from his wife, a city
 woman who had studied nutrition, and
 45 who had learned her cuisine from a
 Bostonian mother and a Middle Eastern
 father. I stop at places like Ladyman's
 because I am the grandson of farmers,
 the son of a farm boy. If I went from
 50 booth to booth, interviewing the
 customers, most likely I would find hay
 and hogs in each person's background,
 maybe one generation back, maybe two.
 My sophisticated friends would not eat
 55 here for love or money. They will eat
 peasant food only if it comes from other
 countries—hummus and pita, fried rice
 and prawns, liver pâté, tortellini, tortillas,
 tortes. Never black-eyed peas, never
 60 grits, never short ribs or hush puppies or
 shoofly pie. This is farm food, and we
 who sit here and shovel it down are
 bound to farming by memory or
 imagination.

65 With the seasoning of memory, the
 slithery eggs and gummy toast and
 rubbery jam taste better. I lick my platter
 clean.

Adapted from "Grub" by Scott Russell Sanders,
 from *Wigwag*, June, 1990.

Question

The author of “Grub” describes how his family affects his feelings about food.

Identify one example from the passage in which the author mentions a family member and food.

Then, explain how that family member influences the author's attitude toward food.

In your short, well organized response, include evidence from the text, to fully answer the prompt.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Question

Analytic Rubric

| | Content | Organization | Language |
|----------|---|---|---|
| 4 | The response demonstrates a clear understanding of the task. Ideas are thoroughly explained. | Organization is unified and coherent, with a logical progression of ideas. The response includes a clear, engaging introduction and an effective conclusion. | The language of the response is clear and effectively conveys ideas. Although there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the response. |
| 3 | The response demonstrates an adequate understanding of the task. Ideas are adequately explained. | Organization is apparent, with ideas logically grouped. The response includes a clear, somewhat developed introduction and conclusion. | The language of the response is mostly clear and adequately conveys ideas. There may be some distracting errors in grammar, usage, and/or mechanics, but meaning is usually clear. |
| 2 | The response demonstrates a limited understanding of the task. Explanations of ideas are incomplete or unclear. | Organization is simple, with some ideas logically grouped. The response has a brief introduction and conclusion. | The language of the response is sometimes clear, but some ideas are difficult to comprehend. Errors in grammar, usage, and mechanics may be distracting and may sometimes impede understanding. |
| 1 | The response demonstrates little or no understanding of the task. The response lacks explanation of ideas. | Organization of ideas is not clear, with little evidence, if any, of the logical grouping of ideas. The response has a very brief introduction and lacks the required conclusion. | The language of the response is mostly unclear, and ideas are hard to comprehend. Errors in grammar, usage, and mechanics may frequently be distracting and may significantly impede understanding. |

Total (4 max): _____