

# Free character sketch creative writing sample

[Sociology](#), [Violence](#)



## **Following the American Psychological Association's Guidelines**

Part 1: 1. Intelligent, charismatic, strong, integrity, forthright, funny

2. The individual in question, my seventh grade history teacher, was the things listed and so many more. These things, however, are the characteristics that have stuck with me through the years. Primarily I remember how smart he was. He would teach us the state curriculum that was required, but he always knew more about the battle, war, speech, event, or person we were learning about at that time. He would share the information excitedly with the class and it would make me think that he was not only smart, but also loved his job.

He was also very charismatic and strong. There were numerous times that budget cuts threatened to ruin whatever we students thought our education might have in store for us but he always made the best of bad situations.

Two of the schools clubs continued running solely because of his charisma and strength; he was able to inspire students and parents to get involved.

Through numerous outside fundraisers the clubs remained open for students to participate which opportunities for many to continue growing and learning outside of the classroom. He had integrity, as well, and rewarded hard work when he saw it. The kids that helped raised money all year were rewarded with a relatively extravagant field trip at the end of each year, courtesy of my history teacher's own paycheck.

My teacher's passion for integrity was prominent in other ways, as well. He wanted everybody to have integrity, and remain honest and hardworking. He found creative ways to discipline students who continued misbehaving in

class. He understood that in order to teach, but also in order to reach the children, he must have their respect. His tactics worked and his classes were typically the best behaved. The children cultivated integrity within themselves almost as a means to make him proud.

Humor was also one of my teacher's fortes. It appeared that he found people learned best through humor sometimes. He relished making jokes about the names of generals in order for us to remember them more easily. He would create funny songs or riddles about battles or speeches and their locations that would also make the answers easier to remember, but also funny to hear. Aside from teaching us through humor, he was also full of old-fashioned knock knock jokes.

3. He was very tall, nearly 6'5. He was always clean cut. His hair was light brown, but very cleanly shaven, cut as if he were in the military. He sported a mustache. Typically, he dressed in solid colored polo shirts and slacks with shiny black shoes. He was always wearing a watch.

## **Part II.**

One day, as I walked into Mr. Hodkin's class, not really ready to learn about American Revolution, I immediately realized I had better change my attitude.

"Assume the position!" I heard Mr. Hodkin say sternly, as I watched one of my classmates drop to the "up" position for a pushup. This was a popular punishment that Mr. Hodkin administered to students who were not prepared to listen. If it was not assuming the position, it was performing wall sits, or doing lunges around the room while holding a chair above your head. These were the most popular, and all were avoided by me at all costs. Today was

not the day to test him; he rarely dolled out punishment before the bell.

As my classmate struggled to continue his position, Mr. Hodkin walked to the front of the classroom, asking us to open our textbooks to page 342.

**“ They never include in here that Washington did not even want to be president,” he remarked candidly.**

Another classmate said scornfully, “ Who wouldn’t want to be president? All that power”

“ Exactly,” replied Mr. Hodkin. “ All that power. It is understood that Washington was relatively simple and thought the power and responsibility may have been too much. That’s a poor mascot for the founding of a country though, so they don’t include that part. It’ll be on the test though. Extra credit to anybody who remembers it. Now, where did we leave off yesterday?”

**“ The part where Mel Gibson and his sons attack the soldiers,” a classmate sniggered.**

“ Wall-sits, please, Mr. Sealy. I am the only one with the jokes today in my class. I’ll take five minutes off of your sentence if you tell me where we left off, really,” Mr. Hodkin bargained, looking sternly.

**“ The Boston Massacre,” my classmate struggled out, legs already buckling.**

“ Thank you. Now, the Massacre, taking place in 1770Yes Janet, what is it?” We turned to watch the secretary poke her head into the room. “ I tried to call but nobody answered your phone. Three of the parents backed out of the fundraiser for the Builder’s Club but the principal and I are able to fill in so

put us down.”

Nobody said anything. Suddenly there was a thump from the back of the room. My classmate who has “ assumed the position” has collapsed.

**“ Anthony, I forgot you were there.”**

“ If I tell you, can I stop?” he panted.

“ Certainly.”

“ The Boston Massacre was a street fight. It was essentially harmless, under any other circumstances, but due to tension between the British and the colonies, a trial was demanded. The colonies wanted the British out. The Massacre was one of the signature events that led to the War.”

“ Terrific, Anthony. And how do you know that.”

“ We I was down there a while and its written on that poster right there,” Anthony said sheepishly, pointing to the poster. “ Also I’m sorry for talking back earlier.”