

# Veni, Vidi, Vici

**Grade Level:** Third Grade

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**Length of Unit:** 10 days

## I. THE ABSTRACT

As they say, “When in Rome do as the Romans do!” This unit will provide third grade students with interactive teaching techniques that enable the students to realize the vast important and lasting contributions of the Roman civilization. After immersing the students in the geography of the Mediterranean Region, the background knowledge, and the Roman Empire the students will celebrate their knowledge by participating in a Roman festival held at the “Kemp {Elementary} Colosseum”. Parents and other “gladiator fans” will be invited to join in on this culminating activity!

## II. THE OVERVIEW

### A. Concept Objectives:

1. Develop an understanding of how individuals, events, and ideas have influenced the history of various communities.
2. Understand reasons why people have formed communities, including the need for security, law, and well-being.
3. Develop an understanding of time and chronology.

### B. Specific Core Knowledge Content

1. Mediterranean Sea; Aegean Sea; Adriatic Sea
2. Greece; Italy (peninsula); France; Spain
3. Strait of Gibraltar; Atlantic Ocean
4. North Africa; Asia Minor (peninsula); Turkey
5. Bosphorus (strait); Black Sea; Istanbul (Constantinople)
6. Red Sea; Persian Gulf; Indian Ocean
7. Define A.D. / B.C.
8. The legend of Romulus and Remus
9. Latin as the language of Rome
10. Worship of gods and goddesses, largely based on Greek religion
11. The Republic: Senate, Patricians, Plebeians
12. Punic Wars: Carthage, Hannibal
13. Julius Caesar: Defeats Pompey in civil war; becomes dictator
14. “Veni, vidi, vici” (“I came, I saw, I conquered”)
15. Cleopatra of Egypt
16. Caesar assassinated in the Senate; Brutus
17. Augustus Caesar
18. Life in the Roman Empire
19. The Forum: temples, marketplaces, etc.
20. The Colosseum: circuses, gladiator combat, chariot races, Roads, bridges, and aqueducts
21. Eruption of Mt. Vesuvius; destruction of Pompeii
22. Persecution of Christians
23. When in Rome do as the Romans do.

### C. Skills to be taught in the unit

1. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)

2. The student is expected to distinguish fact from opinion in various texts. (TEKS: Reading 3.9J)
3. The student is expected to compile notes into outlines, reports, summaries, or other written efforts using available technology. (TEKS: Reading 3.20D)
4. The student is expected to retell or act out the order of important events in stories. (TEKS: Reading 3.9C)
5. The student is expected to make and explain inferences from texts such as drawing conclusions. (TEKS: Reading 3.9F)
6. The student selects and uses writing processes for self-initiated and assigned writing. (TEKS: Writing 3.18)
7. The student is expected to create and interpret timelines. (TEKS: Social Studies 3.3B)
8. The student is expected to identify reasons people have formed communities, including a need for security, law and material well being. (TEKS: Social Studies 3.2A)
9. The student is expected to describe how individuals, events and ideas have changed communities over time. (TEKS: Social Studies 3.1A)
10. The student is expected to obtain information, including historical and geographic data about the community, using a variety of print, oral, visual and computer sources. (TEKS: Social Studies 3.16A)
11. The student is expected to retell the heroic deeds of characters of Greek and Roman myths. (TEKS: Social Studies 3.13C)
12. The student is expected to describe historical times in terms of years, decades and centuries. (TEKS: Social Studies 3.3C)
13. The student understands the concepts of location, distance, and direction on maps and globes. (TEKS: Social Studies 3.5)

### III. BACKGROUND KNOWLEDGE:

#### A. For teachers:

1. Brittney L. *Ancient Rome*. London: Quarto Children's Books Ltd., 1998. ISBN 0-7624-0351-9
2. James, C. *Eyewitness: Ancient Rome*. New York: DK Publishing, 2000. ISBN 0789457881

#### B. For Students:

1. The students should have a basic understanding of the seven continents.

### IV. RESOURCES:

- A. Brittney, L. *Ancient Rome*
- B. James, C. *Eyewitness: Ancient Rome*
- C. Copies of Appendices A-H

### V. LESSONS

#### Lesson One: Romulus and Remus

##### A. Daily Objectives:

1. Concept Objectives:
  - a. Develop an understanding of time and chronology.
2. Lesson Content:
  - a. Romulus and Remus
  - b. Define A.D./B.C.
3. Skill Objectives:
  - a. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)

- b. The student is expected to create and interpret timelines. (TEKS: Social Studies 3.3B)
- c. The student is expected to describe historical times in terms of years, decades and centuries. (TEKS: Social Studies 3.3C)

B. *Materials*

1. KWL Chart (Appendix A)
2. Learning Log – Appendix B will be used as a cover sheet for the learning log that will be used for writing throughout the unit. The log should consist of the cover sheet (Appendix B) with 10 blank sheets of lined paper stapled together to create a journal.
3. Timeline (Appendix C)
4. *What Your Third Grader Needs to Know*

C. *Key Vocabulary:*

1. Mars- the Roman god of war
2. Shepherd-a person who takes care of sheep
3. Empire-a major political unit with a large territory or number of territories
4. B.C. – before Christ
5. A.D. – Anno Domini

D. *Procedures/Activities:*

1. Teacher posts KWL chart (Appendix A). Instruct students to tell what they know about the Roman Empire and record under the “K” portion on the KWL chart. (Appendix A) Discuss responses.
2. Teacher asks students what they would like to know about the Roman Empire (lifestyles, government, everyday life, religion, etc.). Record responses under the “W” portion of the KWL chart. (Appendix A)
3. Teacher asks students “How do you think the Roman Empire probably began?” Teacher tells students there are several versions of how Rome began. The most popular version of the birth of this great empire is the legend of Romulus and Remus. We will have a special performance of the legend of Romulus and Remus presented by fourth graders. (Narrated from *What Your Third Grader Needs to Know* p.92)
4. Fourth graders present narrative of Romulus and Remus.
5. Teacher asks students “the legend of Romulus and Remus explains how Rome began, but do you know when the Roman Empire began?” Discuss responses from the students.
6. Teacher explains we are living in the year 2000. Rome was founded long ago – more than 2000 years ago. What year would it be if we went back 2000 years? If Rome was founded 2, 753 years ago, what year was it founded? We have a “starting point” for dates. It is the birth of Jesus Christ and we call it B.C. or before Christ. The years before Jesus was born are similar to a countdown. For example, Rome began in 753 B.C. or 753 years before Christ was born. Give one more example if needed. The years after Christ was born increase as time passes. They are called A.D. which is an abbreviation for Anno Domini. This means Year of Our Lord in Latin.
7. Teacher places birth of the Roman Empire (753 B.C.) and legend of Romulus and Remus (753 B.C.) on the timeline. (Appendix C)
8. In “L” portion of learning log (Appendix A), teacher records student learning.
9. In learning logs, the students will complete the following prompt: Sketch the timeline and record the date of the beginning of the Roman Empire on the timeline. Explain the differences between B.C. and A.D.

E. *Evaluation/Assessment:*

1. Teacher observation of the learning log
2. Teacher observation of learning on KWL chart

## **Lesson Two: Mapping Out the Empire**

### **A. Daily Objectives:**

1. Concept Objectives:
  - a. Understand reasons why people have formed communities, including the need for security, law, and well-being.
2. Lesson Content:
  - a. Mediterranean Sea; Aegean Sea; Adriatic Sea
  - b. Greece; Italy (peninsula); France; Spain
  - c. Strait of Gibraltar; Atlantic Ocean
  - d. North Africa; Asia Minor (peninsula); Turkey
  - e. Bosphorus (strait); Black Sea; Istanbul (Constantinople)
  - f. Red Sea; Persian Gulf; Indian Ocean
3. Skill Objectives:
  - a. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)
  - b. The student is expected to obtain information, including historical and geographic data about the community, using a variety of print, oral, visual and computer sources. (TEKS: Social Studies 3.16A)
  - c. The student understands the concepts of location, distance, and direction on maps and globes. (TEKS: Social Studies 3.5)

### **B. Materials**

1. Large map of the Roman Empire (Appendix D )
2. Timeline (Appendix C)
3. Student maps of the Roman Empire (Appendix D )
4. Learning logs (Appendix B )

### **C. Key Vocabulary:**

1. peninsula – a piece of land nearly surrounded by water or sticking into water

### **D. Procedures/Activities:**

1. Teacher presents large map of Roman Empire
2. On map, locate and discuss the following places: Mediterranean Sea; Aegean Sea; Adriatic Sea Greece; Italy (peninsula); France; Spain, Strait of Gibraltar; Atlantic Ocean, North Africa; Asia Minor (peninsula); Turkey, Bosphorus (strait); Black Sea; Istanbul (Constantinople), Red Sea; Persian Gulf; Indian Ocean
3. Teacher reviews timeline and discusses vastness of Roman Empire and Rome’s quest to gain more land through conquering other territories (ex. The Punic Wars).
4. In learning logs (Appendix B), students identify and compare size of Roman Empire to the United States. Students transfer locations to individual learning log maps. (Appendix D )
5. In learning logs (Appendix B), students respond to prompt “Compare the size of the Roman Empire to the size of the United States. Which is larger?”

### **E. Evaluation/Assessment:**

1. Teacher observation of the learning log.

## **Lesson Three: The Destruction of Pompeii**

### **A. Daily Objectives:**

1. Concept Objectives:
  - a. Develop an understanding of how individuals, events, and ideas have influenced the history of various communities.
2. Lesson Content:
  - a. Eruption of Vesuvius; Destruction of Pompeii

3. Skill Objectives:
  - a. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)
  - b. The student is expected to make and explain inferences from texts such as drawing conclusions. (TEKS: Reading 3.9F)
  - c. The student selects and uses writing processes for self-initiated and assigned writing. (TEKS: Writing 3.18)
  - d. The student is expected to describe how individuals, events and ideas have changed communities over time. (TEKS: Social Studies 3.1A)
- B. *Materials*
  1. Learning log (Appendix B )
  2. Instructions to make the model volcano (Appendix E)
  3. Paper plates
  4. Modeling clay
  5. Red food coloring
  6. Toilet paper tubes
  7. Baking soda
  8. Vinegar
  9. *Pompeii Buried Alive* by Michael Eagle
- C. *Key Vocabulary*:
  1. Volcano-a vent in the earth from which melted rock and other materials come to the surface
  2. Mosaics-a decoration on a surface made by setting small pieces of glass or stone of different colors into another material so as to make pictures or patterns
- D. Procedures/Activities:
 

Day One

  1. Teacher asks students how they think that we know so much about the details of everyday life in Ancient Rome. Discuss answers (drawing conclusions)
  2. Teacher tells students that there was one town in Rome that was preserved for hundreds of years. How was it preserved? The town, named Pompeii, was a town located near a volcano called Mt. Vesuvius. Vesuvius erupted and buried the town.
  3. Teacher discusses with students that a volcano is a place on the earth's surface through which melted rock and other materials reach the surface
  4. Teacher reads *Pompeii Buried Alive* pausing throughout the book to draw conclusions. For example, "You can tell that the people did not expect the volcano because..."
  5. Teacher demonstrates for students the steps to make model of Vesuvius (Appendix E)
  6. Students create models.

Day Two

  1. Review previous days lesson on the eruption of Vesuvius
  2. Teacher tells students that today we will erupt our classroom models of Vesuvius.
  3. Teacher models how to erupt volcanoes and prepares students to imagine being in the path of the lava and ash of an erupting volcano.
  4. Students erupt volcano models.
  5. Discuss with students feelings and emotions of the people of Pompeii.
  6. In learning logs(Appendix B) , students write to the prompt "As I was walking in the market place the ground suddenly began to shake." Tell a story about your escape from the wrath of Vesuvius.
- E. Evaluation/Assessment:
  1. Teacher observation in discussion of book and eruption of model volcanoes.

2. Evaluation of narrative model of writing for learning log.

#### **Lesson Four: Lifestyles of the Roman and the Famous**

Due to research, this lesson may take several days.

##### **A. Daily Objectives:**

1. Concept Objectives:
  - a. Understand reasons why people have formed communities, including the need for security, law, and well being.
2. Lesson Content:
  - a. Latin as the language of Rome
  - b. The coliseum, circuses, gladiator, combat, chariot races, roads, bridges, and aqueducts
  - c. The Forum: temples, marketplaces
3. Skill Objectives:
  - a. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)
  - b. The student is expected to obtain information, including historical and geographic data about the community, using a variety of print, oral, visual and computer sources. (TEKS: Social Studies 3.16A)
  - c. The student selects and uses writing processes for self-initiated and assigned writing. (TEKS: Writing 3.18)
  - d. The student is expected to describe how individuals, events and ideas have changed communities over time. (TEKS: Social Studies 3.1A)
  - e. The student is expected to compile notes into outlines, reports, summaries, or other written efforts using available technology. (TEKS: Reading 3.20D)
  - f. The student is expected to identify reasons people have formed communities, including a need for security, law and material well being. (TEKS: Social Studies 3.2A)

##### **B. Materials**

1. Informative books about Ancient Rome
2. Computers
3. Slide Show program (Example Power Point)
4. Internet Access
5. Research cards (Appendix F)
6. Roman Lifestyle Slide show Rubric (Appendix G)

##### **C. Key Vocabulary:**

1. Aqueduct- a structure that carries large quantities of flowing water
2. Gladiator- a person engaged in a fight to the death for public entertainment in ancient Rome
3. Christianity- religion of people who believe in Jesus Christ and follow his teachings
4. Coliseum- an outdoor arena built in Rome in the first century
5. Circus- a large arena enclosed by rows of seats

##### **D. Procedures/Activities:**

1. Teacher asks students "Do you ever wonder what life was like in Ancient Rome? What do you think that Romans did everyday? Did they go to church? Did they have a president? What were their lives like compared to ours?" Discuss and brainstorm questions that students may have about life in Ancient Rome.
2. Teacher tells students that we will be involved in intensive research about the lives of Ancient Romans.

3. Students will be split into groups of four. Each group will draw a research card (Appendix F ) out of a bag to determine the area the group is responsible for.
  4. Groups will use reference books from the school library and the Internet to become experts on their research topics.
  5. When groups answer research questions, they will use a computer slide show program to create a presentation of their learning.
  6. When groups complete their slide show presentations, all students will share their slide shows. Student experts on topics will field any questions from their peers to clarify any information presented.
- E. *Evaluation/Assessment:*
1. Students will be graded with the Roman Lifestyle Slide Show Rubric (Appendix G)

### **Lesson Five: Veni, Vidi, Vici: The Life of Julius Caesar**

#### **A. Daily Objectives:**

1. Concept Objectives:
  - a. Develop an understanding of how individuals, events, and ideas have influenced the history of various communities.
2. Lesson Content:
  - a. Julius Caesar: defeats Pompey in civil war; becomes dictator
  - b. “Veni, vidi, vici” (I came, I saw, I conquered)
  - c. Cleopatra of Egypt
  - d. Caesar assassinated in the Senate; Brutus
  - e. Augustus Caesar
3. Skill Objectives:
  - a. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (Texas Essential Knowledge and Skills: Reading 3.8A)
  - b. The student is expected to obtain information, including historical and geographic data about the community, using a variety of print, oral, visual and computer sources. (TEKS: Social Studies 3.16A)
  - c. The student selects and uses writing processes for self-initiated and assigned writing. (TEKS: Writing 3.18)
  - d. The student is expected to describe how individuals, events and ideas have changed communities over time. (TEKS: Social Studies 3.1A)
  - e. The student is expected to distinguish fact from opinion in various texts. (TEKS: Reading 3.9J)
  - f. The student is expected to retell or act out the order of important events in stories. (TEKS: Reading 3.9C)

#### **B. Materials**

1. Time line (Appendix C)
2. *What Your Third Grader Needs to Know* pg. 102-105 (information about Julius Caesar)
3. Major events in Julius Caesar’s life on sentence strips (Also from *What Your Third Grader Needs to Know* pg. 102-105)
4. Fact and opinion Hot Dot game (Appendix H)
5. Hot Dot Kit
6. Learning log (Appendix B )

#### **C. Key Vocabulary:**

1. dictator- a person who rules with total authority
2. assassinate – to murder an important person by a surprise or secret attack

D. *Procedures/Activities:*

1. Teacher reviews information from *What Your Third Grader Needs to Know* about Julius Caesar including reaction about Caesar's murder and Augustus Caesar's rise to power)
2. Review timeline events concerning Julius Caesar.
3. Teacher takes the following teacher- made sentence strips with major events of Caesar's life on them and distributes them to the students:
  - a. Caesar conquers Gaul.
  - b. In a long civil war, Caesar conquers another powerful general named Pompey.
  - c. The Roman Senate votes and makes Caesar a dictator.
  - d. As dictator, Caesar works to make things better in Rome by lowering taxes, appointing new senators and starting programs to help the poor.
  - e. Roman citizens begin to worry that Caesar's relationship with Cleopatra, an Egyptian princess, will hurt the Roman Empire.
  - f. Caesar's enemies create a plan to stop him.
  - g. In March of 44 B.C. Caesar meets with the Senate and they murder him.
  - h. Augustus Caesar, Caesar's grandnephew, promises to catch the murderers of Caesar.
  - i. Augustus Caesar becomes the first emperor of Rome.
  - j. Augustus Caesar rules Rome until his death.
4. The 10 students with the sentence strips work cooperatively to arrange themselves in sequential order based on the life of Caesar.
5. When students have arranged themselves, the remaining students without sentence strips check to see if the students are in the correct order.
6. Once students have agreed on a sequence, teacher checks the sequence, discusses any changes that need to be made and discusses these with students. (Reteach as necessary)
7. Post the correctly sequenced strips around the room-similar to a timeline.
8. Teacher leads discussion about the impact of Julius Caesar's life upon the people of Ancient Rome. Specifically, focus on how the wealthy Romans felt about Caesar versus how the poor Romans felt about Caesar.
9. Teacher numbers each student as a 1 or 2.
10. In learning logs (Appendix B), students will write to the following prompts, depending on how they were numbered.
  - a. You are a poor plebeian living in Ancient Rome at the time of Caesar's rule, describe how you feel about Caesar and why you feel this way.
  - b. You are a wealthy patrician living in Ancient Rome at the time of Caesar's rule, describe how you feel about Caesar and why feel this way.

Day 2

10. Review yesterday's information with review of the sequenced life of Julius Caesar sentence strips.
11. Teacher introduces/reviews differences between fact and opinion. Facts can be proven or measured while opinions are what people think or feel.
12. Teacher models several fact statements and opinion statements for students.
13. In groups, students work cooperatively to complete Julius Caesar fact and opinion hot dots (Appendix H).
14. Review/Reteach as necessary during this time over concept of fact/opinion
15. In learning logs, students will complete the following prompts:
  - a. "Five facts I know about Julius Caesar are..."
  - b. "Five opinions I have of Julius Caesar are..."

E. *Evaluation/Assessment:*

1. Teacher observation of log entry for day 1
2. Teacher observation of log entry for day 2 to assess fact and opinion understanding

## **VI. CULMINATING ACTIVITY**

- A. At the “Kemp Coliseums” where the students at Kemp will truly live the saying “When in Rome, do as the Romans do.” The students will have areas of “expertise” and will share this knowledge with parents and administrators who will be invited to attend.
- B. Teachers and students will display products while dressed in traditional Roman attire.

## **VII. HANDOUTS/WORKSHEETS**

Appendix A-H

## **VIII. BIBLIOGRAPHY**

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# THE ROMAN EMPIRE

<b>K</b>	<b>W</b>	<b>L</b>

# Veni, Vidi, Vici

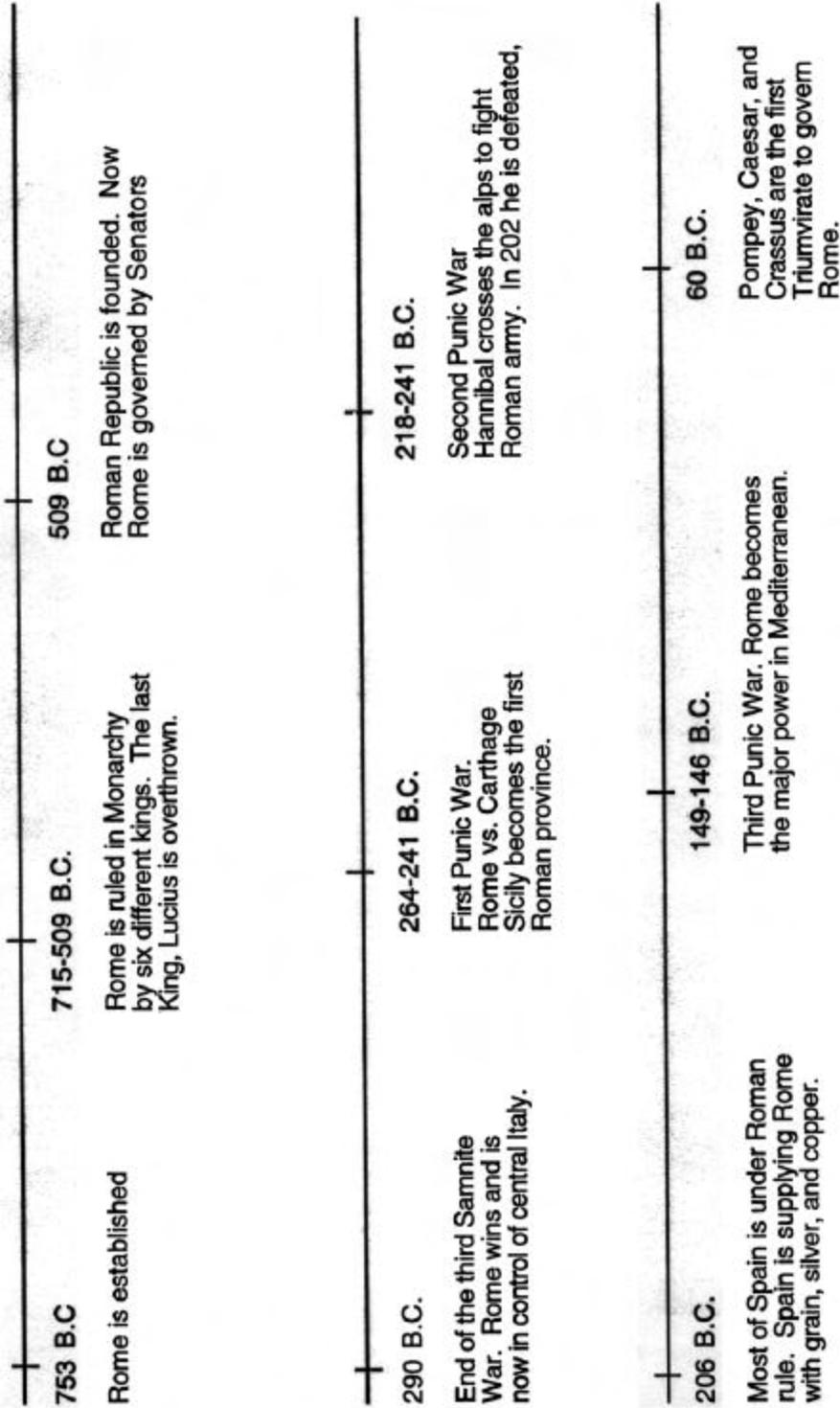
# Learning Log



**Written by:**

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Appendix C - Romulus and Remus



## Appendix C - Romulus and Remus

58-54 B.C.	General Julius Caesar conquers France Caesar becomes ruler of Rome and attempts to invade Britain twice.
49-48 B.C.	Caesar becomes ruler of Rome the first ruler since 509 B.C.
44 B.C.	Caesar is assassinated by members of the Senate, because they think he is becoming too powerful.
A.D. 80	The Colosseum in Rome is completed. The celebrations last for 100 days.
A.D. 313	Constantine issues The Edict of Milan.
A.D. 330	Constantine establishes his new Christian capital city Constantinople in the East.

Appendix D - Mapping Out the Empire



## Appendix E - The Destruction of Pompeii

### Make your own Volcano

#### Supplies

Paper plate  
Clay  
Toilet paper tube  
Baking soda  
Vinegar  
Red food coloring

#### Directions

Build a mound of clay on the paper plate. Make an opening about the length of the toilet paper tube. Insert the toilet paper tube into the opening. Fill the tube with baking soda. Put in a few drops of red food coloring. Add vinegar to the baking soda. Watch it erupt!!

## Appendix F - Lifestyles of the Roman and the Famous

Create a slide show celebrating the work of Roman builders. In your slideshow, be sure to include the following information:

- 1) Describe why and how the Romans built roads.
- 2) Describe how the Romans built bridges.
- 3) Describe how the Romans built and used aqueducts.

Create a slide show that describes the Roman government. In your slideshow, be sure to include the following information:

- 1) Discuss the Roman Republic. Tell who made up the Roman Senate and what their jobs were.
- 2) Define plebeian and patrician. Tell about each group's role in the Roman Empire.

Create a slide show about life in the Roman Empire. In your slideshow, be sure to include the following information:

- 1) What language did the Romans speak?
- 2) How did the Romans spend their days?
- 3) Who did the Romans worship?
- 4) What happened to Christians during this time?

Create a slide show that describes the fine Roman meeting places. In your slideshow, be sure to include the following information:

- 1) Describe the Forum and tell what it was used for.
- 2) Tell how the Colosseum was built and describe in detail what it was used for (including circuses, gladiator combat and chariot races).

Appendix G – Veni, Vidi, Vici: Lifestyles of the Roman and the Famous

## Grading Rubric for Roman Lifestyles Slideshow

The slideshow showed creativity and originality.	Points Available: 3	Points Earned:
The student worked well with others to complete the project.	Points Available: 3	Points Earned:
The slideshow covered the required information.	Points Available: 4	Points Earned:
Score:	Total Points Available: 10	Points Earned: /10

## Julius Caesar Fact and Opinion Hot Dots

1. Julius Caesar was the most important leader in ancient Rome.  
 FACT  OPINION
2. If Julius Caesar had not become friends with Cleopatra, he probably would not have been killed by the Roman senators.  
 FACT  OPINION
3. Julius Caesar died in the year 44. B.C.  
 FACT  OPINION
4. Julius Caesar defeated Pompey in a Roman civil war.  
 FACT  OPINION
5. The Roman senate made Julius Caesar the dictator of Rome after he defeated Pompey.  
 FACT  OPINION
6. While Caesar was the dictator of Rome, he made things much better for people.  
 FACT  OPINION
7. Augustus Caesar said he would find the people who murdered Julius Caesar.  
 FACT  OPINION
8. Julius Caesar's grandnephew, Augustus Caesar, became the first emperor of Rome.  
 FACT  OPINION