

lhalhukw' siiye'yu:
An introduction to birds in the Hul'q'umi'num' world

by
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Abstract

We Hul'q'umi'num' people have a special connection with the birds in our territory. Because of this, the Hul'q'umi'num' language teachers in our graduate cohort selected one birds as a special project, working together with photographer Cim MacDonald. Each of us took one of her pictures, researched that bird in the scientific literature and with our Elders, and then worked with our language specialists to lay down a story in Hul'q'umi'num'. Our research resulted in a museum exhibit and a website. I report here about some of the interesting features of birds and the vocabulary you would use to describe them. This will be a resource for teachers and learners of the Hul'q'umi'num' language and culture.

Keywords: Hul'q'umi'num' language; Coast Salish cultural teachings; birds; stories

Dedication

I would like to dedicate this project to all elders of every nation, any cultural or language teacher who may use this as a resource, and our children who may learn some Hul'q'umi'num' from this project.

Acknowledgements

There are so many people to thank for supporting me in the completion of this project. First, I will start by acknowledging all the contributions of my father Luschiim Arvid Charlie, by sharing some snuw'uyulh about some birds. Special thanks to both my mother, Darlene Sylvester, and my husband, Ruben Rivera Abelar, for their unconditional support throughout all studies. Your understanding and patience while I attended classes and did homework, as well as being there with our children when I couldn't be, is so appreciated.

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Preface

I am Siya'mulwut from Koksilah. Claudia Sylvester lhunu hwunitum' sne. Claudia Sylvester is my English name. nilh nu sul'si'leelh, Wilfred 'i' Sarah Sylvester, ni' kw'umutham'sh. My grandparents, Wilfred and Sarah Sylvester, raised me. Darlene Sylvester nilh nu ten. My mother is Darlene Sylvester. Luschiim nilh nu men. Luschiim is my (step)-father. I am married to Ruben who is of Azteca/Tlahuicas descent. I am the mother of two beautiful children and we are taking care of and raising two of my nieces.

Growing up, being raised by my grandmother, Sarah Sylvester (née Norris) from Halalt and my grandfather, the late Wilfred Sylvester, who was a famous ceremonial speaker, all I heard was the Hul'q'umi'num' language. Hearing the language at home and then going to school and learning English was a quite a challenge, but I succeeded in school while continuing to use my language at home. I was a fortunate person in that I was able to live at home and go to school and I didn't have to go to residential school. My strength comes from my cultural practices, which included participating in longhouse, Shaker church, canoe pulling, and pow wow dancing.

One of my early memories was going to school and there were Hul'q'umi'num' language teachers there, the late Theresa Thorne, the late Nora George, the late Bertha Antoine, the late Abel Joe, Violet George, and John George. What I noticed was that I understood everything my teachers were saying, and I could speak with them. I was happy to help my classmates get started on their Hul'q'umi'num' language during class. In high school, I really enjoyed taking Hul'q'umi'num' courses as well as sewing. After graduating, I started taking university courses, including some classes in Hul'q'umi'num' language and linguistics from Ruby Peter and Thomas Hukari (Malaspina College/University of Victoria). I also did basic English, math, and science. Following that, I took the Hul'q'umi'num' language curriculum at Chemainus Native College (six levels), taught by Mabel Mitchell. I also took refresher courses at Vancouver Island University with Florence James. In 2012, I joined the SFU cohort for the undergraduate Certification in First Nations Language Proficiency. After completing that in 2015, I continued to take various upper division courses on language and linguistics, completing twelve courses in all.

Besides university courses, I take advantage of every opportunity to upgrade my abilities as a language research and teacher. Some recent training includes First Peoples' Cultural Council funding to study at First Voices, which led to a project recording vocabulary and phrases for Cowichan Tribes, now posted on the website. The school district frequently has Professional Development Day activities, but I have also attended workshops on Total Physical Response and other teaching methods. Looking ahead, I am particularly interested in how learners of complicated languages such as Hul'q'umi'num' become fluent.

Throughout my studies, I've been interested in word architecture—how words are related to each other through prefixes and suffixes and the change in meaning that each morpheme contributes. I'm looking forward to studying morphology and syntax, but also linking the different morphemes to cultural and cognitive concepts. After all, what I am trying to teach my students is how the Elders view the world and how this is represented in the Hul'q'umi'num' language. My hope for the future is that as a strong young woman, mother, and teacher I will use the strength that I find from my cultural identity and practices to help the next generation learn from and remember the cultural and traditions that are being passed down to them. I want my own kids and other children I teach to know that they are learning the traditions as they were passed down to me from my own grandparents and Elders that I had the opportunity to spend time with

I started working as an Aboriginal Student Support Worker for Cowichan Tribes in May 2000. One of my duties was to assist the Hul'q'umi'num' language instructor, Violet George. Having learned to read and write the language came in useful in helping her design educational materials. In 2010, I started working full-time as a Cultural Teaching Assistant (CTA) for Cowichan Tribes and Cowichan Valley School District #79. For several years I was at Khowhemun Elementary, and today I work as an itinerant teacher serving several schools from grades K–12. As a CTA, my job is to teach Hul'q'umi'num' language and culture to children of all different backgrounds in the public school.

When I'm teaching, I always think back to how I was raised, having Hul'q'umi'num' as my first language and I try to bring this cultural context into my

classes, using words and phrases that I heard from my family. I greet the students and always give them commands in the language. Over the course of the school year, the students become comfortable in using Hul'q'umi'num' with me. My schedule rotates between the elementary and intermediate classes. But when students see me in the hallway, they always come to speak Hul'q'umi'num' with me and say they are looking forward to me coming back to their classroom. I look forward to the day when the school district will prioritize language and have classes more often, and even give immersion classes in the Hul'q'umi'num' language.

As a CTA, I see first hand resources, or lack thereof, that are available to our staff and students in the educational setting. This was part of the motivation for me wanting to complete my master's program; I wanted to compile a resource full of vocabulary as well as a resource of content that I thought teachers would find educational and that students would find interesting.

Chapter 1. Introduction

We are Coast Salish, hwulmuhw mustimuhw. Our home is along the Salish Sea on Vancouver Island, British Columbia, Canada, and the neighboring islands. We are Hul'q'umi'num' people, and our dialect is spoken by the Snaw-naw-as, Snuneymuxw, Stz'uminus, Penelakut, Halalt, Quw'utsun', and Malahat people and their relatives living among the neighbouring Coast Salish peoples. My research project focuses on our flying friends. We hwulmuhw mustimuhw people have a special connection to the birds in our territory and there is much knowledge about birds that we would like to pass down to the younger generations. Because of this, my MA cohort took on birds as a special project, working together with photographer Cim MacDonald. Each of us took one of her pictures, researched that bird in the scientific literature with our Elders, and then worked with our language specialists to lay down a story in Hul'q'umi'num'.

Our research resulted in a museum exhibit and a website.¹ For my part, I helped coordinate the research, collecting the various stories that were created. I decided that the best way to approach the project report was to create a short film, so you could hear me talk while you see Cim's photos of the birds. You can find this short film that I did for my project at our website: <http://birds.hwulmuhwqun.ca/>.

When you visit our website, you will get to hear the different names of birds in Hul'q'umi'num'. Every bird has their own name, whether it is in Hul'q'umi'num' or English and have their own special meaning as well. Bird names are a morphologically and semantically rich domain in need of careful analysis. Every bird also has their own sounds and calls as well. Some bird names are onomatopoeic—their name imitates their call. Some examples are *qwuni* "sea gull" and *spaal* "raven". Birds are often named for their properties or behaviors, and such words often employ body part lexical suffixes, where a suffix referring to a noun is incorporated into a verb or adjective. For example, the woodpecker is called *tumulhupsum* "ochre on the neck" and the cormorant (what the Elders refer to as shag) is *lhuthnuts* "bottom-dragger", describing the lumbering way this

¹ And we have future plans to turn our bird project into a book.

water-logged bird takes off. Overall, birds are really important and sacred to the hwulmuhw mustimuhw, as they are to all Indigenous people from all over the world.

The goal of our project is to go beyond identifications and to learn about features of the birds, and to do this in the Hul’q’umi’num’ language. So we created a resource of information in Hul’q’umi’num’ about the birds. This was a real challenge for us to do, but we found many words familiar to us used in new ways when talking about birds, and we discovered many new words unfamiliar to us as well. Researching birds was a very exciting way to improve our fluency in Hul’q’umi’num’ and we are very happy to share this resource for other language teachers and language learners.

1.1. Introduction to talking about birds

When I was first contemplating my research topic, I approached our Elder and teacher Ruby Peter to guide the work. She shared the following story with us in Hul’q’umi’num’.

tun’a sqwul’qwul’ ’i’ nilh tthu lhalhakw’ siiye’yu.

I’m going to address the topic of our flying friends.

ni’ tst hun’ut tthu ma’uqw.

We have ones we call “ma’uqw” (ducks/water fowl).

ni’ ‘u tthu q’a’ tthu xut’ustum’ ma’uqw, nilh ni’ swe’s lelum’s ni’ ‘u tthu lhqwunup.

The ones called ma’uqw make their homes in the wetlands.

mi’ma’uqw ‘u kwus hwun’ mumun’lh, qul’e’uq.

The word mi’ma’uqw is for a baby duck.

mul’ima’uqw.

This is the diminutive plural word—little ducks.

tthu ni' hun'utum' ma'uqw 'i' nilh tthu tunuqsun, 'i' tthu 'exu, skwulkwuth, swakwun,
xwaaqw'.

*The ones called ma'uqw include the mallard, the Canada goose, the long-necked grebe,
the loon, and the merganser.*

ni' tthu thithuws 'i' ni' tthu mumun'uws.

Some are bigger, and some are smaller.

hay tthu mumun'lh tl'uw' hwqa'hwuth 'i' ni' xut'ustum' sqw'ul'esh.

Also, the smaller ones are called sqw'ul'esh.

tthu ni' hun'utum' sqw'ul'esh 'i' nilh tthu sxwut'ts'uli, 'i' thu qw'uqw'sutsun, t'ut'um',
tth'iq.

*The ones called sqw'ul'esh include the hummingbird, the swallow, the wren, and the
flicker.*

tthu ni' hun'utum' thithuws 'i' nilh tthu yuxwule', 'i' tthu tth'ihwth'uhw, tsiitmuhw,
slim, spaal'—qux.

*The ones called big birds include the eagle, the osprey, the great horned owl, the sandhill
crane, and the raven—there are many of them.*

qux kws nuts'tuls 'i' nuw' sxuxits 'ul' kws m'i tetutsul' tthu lthuluq kwthu ni' 'u tthu
wulhxus.

Many of them come at certain times, for example in March.

'i' 'ul' 'u tthu nuts'a' sil'anum 'i' 'ul' 'u kwus tum'xuy'tl' ni' tthu nem' huy'u hunum' 'u
tthu kw'e'lus tumuhw 'i' m'i hwu'alum 'u kwu wulh kw'asthut.

*Each year when it is winter, they leave and, when the weather warms up again, they
return.*

qux kwus nuts'tul kwus hakwushus tthu hwulmuhw tthu tun'ni' 'u tthe sqw'ulesh,
ma'uqw, thithiws.

*The First Nations people used many different things that come from the songbirds, water
fowl, and big birds.*

ts'uhwle' 'i' ni' st'i'am' 'u tthu s'itth'ums.

Sometimes these things are used on their clothing.

nilh hay 'ul' ni' tl'i' ni' 'u tthu hwulmuhw, xe'xe', xwte' 'u tthu thi lelum' kwus ha'kw
tthu tun'ni' 'u tthu 'i lhalhukw',

*What comes from the flying creatures is very really important and sacred for the
longhouse work.*

'i' nilh thulh skw'ey kwunus qwul'qwul' 'utl' tthey' nilh kwsus nan 'uw' xe'xe' tl'i'st-
hwus tthu hwulmuhw mustimuhw.

*And I cannot talk about these matters because they are very sacred and important to the
First Nations people.*

'uwu kwsuw' qwiil'qwul's 'ul'.

So they are not spoken about.

nu stl'i' kwunus ts'iit kwthu hay 'ul' stsuy'tsi'elh nu ts'lh hw'iiw'tssun'uq,
skwoukwul'stun'uq,'i' m'i wi'ult 'i' m'i kwunut wi'ult tthu sqwul'qwul's tthu
syuw'a'numa' tst 'u tthu lhalhukw'.

*I want to thank my respected fellow-teachers and students for bringing out the old
teachings about the flying creatures.*

'i' 'uy' shqwaluwun tst kwus tse' hwu stutul'na'mut tthu yu lhi'a'uqwt tst 'u tthu niilh
sht'es 'u kw'un'a wulh hith.

*We are happy for this ancestral knowledge to be passed down to those following behind
us.*

'i ts'i'ut tsun tthu ni' yu they't 'u tun'a kweyul.

And I thank the ones who are researching this today.

kwus kw'am'kw'um' tthu shqwaluwuns kwus yu 'i'mushst-hwus tthu Hul'q'umi'num'
sqwal, 'i' nilh hay 'ul' 'uw' 'ulh tl'i'.

*When you strengthen your hearts and minds and get it going in the Hul'q'umi'num'
language, it is very valuable.*

qux tthu ni' xe'xe' 'i' ni' tse' p'e' 'uw' yu qwiil'qwul' 'u kwthu shtuhim's.

There are a lot of sacred teachings when you talk about this subject.

hay tseep q'u ts'iit tthu' mukw' ni' tst tsyaays yu wi'wul'ut kwthu nuhiimut-s tthu
lhalhukw', sqwuqwul'esh.

Thank you for all who you have done the work to bring forth the bird identifications.

hay tseep q'a', tsuy'tsi'elh.

Thank you, respected people.

hay tseep q'a'.

Thank you.

Ruby's comments help situate birds in the cognitive domain. There is no single generic word for "bird" in Hul'q'umi'num'. Rather birds are classified as *thuhiws* "big birds" (e.g. golden eagle, heron), *sqw'ul'esh* "songbirds" (e.g. robin, thrush), and *ma'uqw* "water fowl" (e.g. mallard, white-winged scoter). Sometimes we hear the term *sqw'ul'esh* used to refer to all birds, equivalent to the English generic term, and this is taking over in today's language.

1.2. Bird questions worksheet

Thinking about the important features of birds, I noted down some questions to share for all my fellow students to think about as they were doing research on the bird that they chose. The sound files for these questions can be found at:

<http://birds.hwulmuhwqun.ca/>.

- Q1: stem kw'u snes tthu sqw'ulesh?
What is its name?
- Q2: shhw'iint tthu snes tthu sqw'ulesh?
What does the name mean?
- Q3: stem kwu'elh tthu sqw'ulesh?
What kind of bird is it?
- Q4: ni' 'u thuiws?
It is a big bird?
- Q5: ni' 'u ma'uqw?
Is it a water fowl?
- Q6: ni' tun'untsu?
Where is from?
- Q7: ni' 'u tun'ni' 'u tthu tsa'luqw hwthuthiqut?
Is it from the forest?
- Q8: ni' 'u tun'ni' 'u tthu kw'atl'kwa qa'?'
Is it from the salt water?
- Q9: ni' 'a'lu stsekwul'alus?
What does it look like (markings, color)?
- Q10: ni'yushtsekwul'qun?
What kind of sound does it make?
- Q11: kw'in tintun 'i' m'i wil'?'
What time of day does it appear?

- Q12: kw'in tintun' i' ni' t'ilum?
What time does it sing?
- Q13: ni' 'u huye' 'u kwsus tum'xuy'tl?
Does it leave in the winter?
- Q14: 'i 'u 'uw' 'i 'ul' 'u tthu tl'umqun sil'anum?
Are they here year round?
- Q15: stemtthuni'lhey'xtuss'ulhtuns?
What does it eat?
- Q16: ni' 'u lhey'xtus tthu hwulmuhw?
Do First Nations people eat it?
- Q17: stemtthusul'uthut-s'uw'yath?
What is it always doing?
- Q18: ni' 'u t'it'usum' 'uw' niis shutum'?'
Does it swim on top of the water or underneath the water?
- Q19: stemulhthuni'sqwaqwul'mute'wut'utthus'ul-hween?
What did the Elders say about it?
- Q20: ni' 'u kwun'em' 'u 'tthu sqwul'qwul'?'
Does it carry a message?

1.3. Selecting our birds and doing our research

With the help of Donna Gerdts, we prepared a list of birds known to have Hul'q'umi'num' names, using our dictionaries (Gerdts et al. 1977, Hukari and Peter 1975). Working with Cim MacDonald, each student selected a bird to do research on, picking one that they had a special connection to. Here is the list of birds we selected.

Table 1 Bird project participants

Bernadette Sam	tth'ihwth'uhw	<i>osprey</i>
Carol Louie	smuqw'a'	<i>heron</i>
Claudia Sylvester	tth'iqd	<i>flicker</i>

Colleen Manson	sliim	<i>sandhill crane</i>
Donna Gerds	tunuqsun	<i>mallard</i>
Gena Seward-Wilson	xwaaqw'	<i>merganser</i>
George Seymour	tth'uchelu	<i>kingfisher</i>
Harvey George	skwitth'uts	<i>Steller's jay</i>
Ivy Seward	swakwun	<i>loon</i>
Laura Antoine	sxwut'ts'uli	<i>hummingbird</i>
Lauren Schneider	spaal'	<i>raven</i>
Mandy Jones	tsiitmuhw	<i>great horned owl</i>
Margaret Seymour	yuxwule'	<i>bald eagle</i>
Roberta Charlie	qwuni	<i>seagull</i>
Roxanne Seymour	'exu	<i>Canada goose</i>
Samaya Jardey	s-hwuw'qun	<i>swan</i>
Sally Hart	qw'uqw'sutsun'	<i>swallow</i>
Sonya Charlie	skw'qeqe'	<i>robin</i>
Thomas Jones	ts'utum	<i>sapsucker</i>

Once our birds were chosen, we were ready to begin our research. Besides consulting with Elders, we did some scientific research on our birds. We found that most birds had extensive Wikipedia articles, and also “All about birds” on the Cornell Lab of Ornithology was a wonderful place to find information on birds. Some students also consulted Bovey and Campbell (1989). Everyone did not answer every question of the survey, and some people talked about other interesting features of their bird that they discovered in their research.

With our thoughts sorted about what we wanted to say about our bird, we all worked with our language teachers Delores Louie and Ruby Peter, who helped us lay down our wordings in Hul'q'umi'num'. For an example of one, please see my own story on tth'iq̓t | northern flicker in Appendix A. All of these birds now have stories on our website and we plan to do more in the future.

Chapter 2. About the birds

Birds are a very good subject to study in order to learn about science and about language. In my overview video, I give examples of many features of birds by topic, using the beautiful photos of Cim MacDonald. And once again, I point you to that video to see my research report. Much can be said about their appearance, their behaviour, and their connections with the hwulmuhw mustimuhw. In the following sections, I will talk just very briefly about each topic, drawing on passages from the stories of my fellow students, in order to give you some examples. Also, I have organized a vocabulary list by topic and shared it in Appendix B.

2.1. Appearance

You will find much in our stories that deals with the appearance of birds. This includes their colours and size and the colour, size, design, and shape of different body parts. One useful language lesson that comes when you are talking about birds is that you can combine words that the students know, such as colours and body parts. One bird, *skwitth'uts* “Steller’s jay” is known for his colour; when you hear the word *skwitth'utsalus* that means a navy-blue colour—the colour of the Steller’s jay. The suffix =*alus* means “eye”, or “as appearing to the eye.” Another lesson that can be brought up when talking about appearance is whether the *swuy'qe* “male” and *slheni* “female” are *nulhtul* “same” or *nuts'tul* “different.

Below, I give a couple of short excerpts from the stories on the website to show how the appearances of birds are described in our stories.

A. spaal' | raven

Ruby Peter and Lauren Schneider

tsq'ix tthu spaal'.

Raven is black.

tl'uw' tsq'ix tthu shlhakwul's, 'uhwiin' 'ul' kwus tuw' hwihwukw'ul'.
His beak is lighter black, there's a lighter grey on it.

tsq'ix nem' 'uw' tus 'u tthu shtl'p'i'snutsth.
His beak is kind of rounded and bent a little.

tuw' hwihwukw'u'a'lus tthu sxuxi'nus, na'ut 'uw' tuw' tl'e'luqt.
His legs are kind of dark grey, and they are very long.

B. swakwun | loon

Ruby Peter and Ivy Seward

tl'eqt tthu muqsuns 'i' tsq'ix tthu sxuy'usth.
His nose is long and his back is black.

tsq'ix tthu t'ul't'eluw's 'i' tthu slhuq'we'lhs, p'uq' tthu tsxemuns.
His wings and back are black and his chest is white.

'u kwsus wulh tus 'u tthu shtsehwum 'i' ni' hwi' 'uye'q tthu shtu'aal'usth tthu swakwun
ni' hwu hwu st'ul't'el'q tthu slhuq'we'lh 'u tthu p'uq' ni' tl'uw' st'ul't'el'q 'u
tthu p'uq' sxwuxwqw'nulhs.
*When he is breeding, the loon changes color to have a colored pattern on his back and a
white necklace.*

ni 'u tthu shlhq'a' 'u tthu xatsa' 'i' ni' ch ts'elhum'ut tthu swakwun kws xeem's.
Across the surface of the lake, you can hear the cry of the loon.

haalh ni' ts'elhum'utus tthu yuw'en' hwulmuhw 'i' nilh suw' tsset tthu stl'ul'iquilh 'uw'
nem'us nuw'ilum skw'ey kwun's lemut, sxexe'.
*When the First Peoples heard him they told their children to go inside and not to look at
him, because he's forbidden.*

C. mallard | tunuqsun

Donna Gerdts and Ruby Peter

nuts'tul tthu tunuqsun 'u tthu swuy'qe' 'i' thu slheni' tunuqsun.

The male and female mallards are different.

tthu swuy'qe' tunuqsun 'i' tsqway tthu sxuy'usth, p'uq' tthu shxwuxwqw'nulhs, 'i' tuw'
tumlhalus tthu smustimuhws, 'i' hay tthu t'e'luw's ts-hwikw'alus.

*The male has a green head, a white necklace, and a brown body, and its wings are
greyish.*

thu slheni' tunuqsun 'i' tthu sxuy'usth hwihwukw'ul' tumlhalus, 'i' hay tthu
smustimuhws tuw' st'ul't'el'q'.

The female mallard has a greyish head and a brown body that's spotted.

yu s-xwal'qw' tthu smustimuhws kwus 'uw' yuse'lu 'u tthu p'uq'.

Their bodies have two white stripes.

D. qwuni | Seagull

Roberta Charlie and Ruby Peter

nilh 'uw' yath 'uw' shni's thu qwuni' tthu kw'atl'kwa, 'i' nilh yath 'uw' shni's kws
sqwuqwisth.

Seagulls are saltwater birds and they are always in the water.

tl'lim' 'uw' hay 'ul' thu qwuni xwum 'i' qa'qa't tthu tl'elhum qa' kwus nilhs tthu ni' 'u
tthu muqsuns ni' shqwuqwe ni' shxwutus tthu qa' ni' 'u tthu muqsuns.

Seagull is the only bird that can drink saltwater because there is a hole in their beak.

2.2. Behaviour

In our Hul'q'umi'num' language courses, we often teach words for actions (verbs), mainly by using TPR (Total Physical Response), acting out the meanings together. Talking about birds gives us an opportunity to practice many words for motions and locations. There is much to be said about how birds move and many have special ways that they move. Also, much discussion centers on how they feed and what foods they eat.

A. swakwun | loon

Ruby Peter and Ivy Seward

stsuw'et kws t'itsums 'i' kws nuqums.

He's really good at swimming and diving.

ha' ni' tsshun'tsu 'u tthu stseelhtun kwsus sun'qem' 'i' ni' yu lhuy'xtus tthu shun'tsus
yelhs m'is p'kwuthut.

When he dives down to catch salmon he eats it before he comes to the surface.

wulh saay' kws lhakw's tthu swakwun.

The loon is getting ready to fly.

nan 'uw' thi tthu smustimuhws 'i' mumun'lh tthu t'ult'eluw's.

His body is too big for his little wings.

ni' xwchenum yu lhtsitsulh 'u tthu qa' tsakw tthu shnem's yelh sus lhakw'.

He runs across the water a long way before he flies.

B. tth'ihwth'uhw | osprey

Ruby Peter and Bernadette Sam

kw'am'kw'um' tthu tth'ihwth'uhw.

Osprey is a big powerful bird.

ts'hwule' tsun 'i' ni' tsun yu kwal'hwthi'num' 'u kwunus ni' yu lhalhukw' yu tsitsulh.
Sometimes you hear me when I am flying high up above.

tl'eluqt tthunu t'ut'eluw' nu shlhalhukw' ni' st'e 'u tthu lhq'utssulhshe' inchus kws
tl'eluqt-s.

I have a wingspan up to seventy inches.

C. qw'uqw'sutsun' | swallow

Sally Hart and Ruby Peter

ha' ni' qa'qa' tthu qw'uqw'sutsun 'u tthu qa' 'i' nuw' 'i' lhalhukw' 'ul' 'i' stutes 'u tthu
qa'.

Swallows drink by flying low over water.

'i nilh tthu slhaqw'ulhs nilh ni' 'u xul'ts'tus.

And they steal a beakful as needed.

D. xwaaqw' | merganser

Ruby Peter and Gena Seward-Wilson

nan 'uw' stuw'et kws nuqums 'u tthu s'ulhtuns.

They are really good at diving for their food.

'uwu niis hith kwus kwan 'i' ni' wulh hwu 'uli'i'mush tthu xwuli'xwaaqw'allh.

Soon after hatching, the young are able to get around on their own.

ni' tsukwul'etus thu tens tthu munu'lh nem' hunum' 'u tthu sheshum' qa' nilh shni's

kwus hw'iiw'tsustum' kws hwkwunlhenums.

They will follow their mother to the shallow water where they will learn to hunt for food.

E. tth'iq̄t | flicker

Ruby Peter and Claudia Sylvester

'uy' skweyul. 'een'thu tth'iq̄t.

Good day. I'm flicker.

'i tsun suse'stuhw tthunu t'eluw'.

I am raising my wing.

wuwa' ni' ch sht'eewun' kwunus 'i' t'ulqusthamu, 'i' 'i tsun thulh they't tthunu t'eluw'.

You might think that I'm waving to you, but I'm cleaning my wing.

'i tsun lhuyxt tthu ts'lha'la' 'i tthu t'at'ulhum'.

I'm eating the bird lice and the fleas.

F. skw'qēq̄e' | robin

Sonya Charlie and Ruby Peter

tthu ni' lhey'xtus tthu skw'qēq̄e' 'i' qux kwus nuts'tul:

Robins eat many different things:

ni' tthu stth'oom, stth'ukw', 'i' tthuw' 'uli'i'mush 'ul' ni' 'u tthu tumuhw, mumuxelh,
shth'um'iwun tthuw' mukw' 'ul stem ni' tl'uw' lhey'xtus.

*berries, worms, and little things that walk on the ground such as caterpillars, as well as
all kinds of seeds.*

2.3. Mating and nesting

There is much to learn about each bird in how they mate, nest, breed and raise their young.

A. smuqw'a' | heron

Carol Louie and Ruby Peter

ha' ni' tus yuse'lu sil'anum i'ni' wul thuyuw't-hwum tthu swuy'qe' smuqw'a'.

Once he is two years old, the male heron builds a nest.

kwus wulh hwusaay' thu lelum's 'i'yelh sus hwi' teem hwnuts'nuts'qi'num' kws 'a'ut-s
thu slheni' smuqw'a'.

When his home is ready, he sends out a mating call to attract a female.

kws mi's 'ewu 'u thu qe'is lelum's, lhihwus tus lhq'atssus tthu tth'utth'uxals ni'
lheq'utus.

When she come to the new home, she lays three to five eggs.

thi syaay'th kwsus hwu'ul'ums lhalhukw' xulhustus tthu hum'e'mum'us.

They work hard flying back and forth to feed the little herons.

B. tth'uchelu | kingfisher

Ruby Peter and George Seymour

'i' nilh tu swuy'qe' tth'uchelu hunum'ustuhw tu stseelhtun 'u thu slheni'.

*When it's springtime, the male kingfisher goes courting. And the male kingfisher brings a
fish to the female.*

'i ha' 'uwu niis lhuyxtus thu slheni' 'i hwi' 'uw' nilh 'ul' ni' lhuyxt.

If she refuses to eat it, then he will just eat it.

tu yusul'iws kws thuytus tu lelum's, ni' lhihw tus 'u tu t'xum sxun'u ni' kws tl'eqt-s tu shqwuhi'wun's ni' 'u thu p'aq'us, tsitsulh 'u tu kw'atl'kw'u kwsus luts'luts' thu qa'.

The two of them build their home, a three to six-foot-long burrow in the cliff, high above the flood line.

ni' lheq'utus tu lhq'atsus tus 'u thu te'tsus tth'utth'uxals.

They lay anywhere from five to eight eggs.

nilh thu slheni' tth'uchelu ni' shts'unets 'u thu tth'utth'uxals 'u thu snet, ni' 'i nilh thu skweyul 'i nilh tu swuy'qe' sts'unets.

The female kingfisher sits on the eggs at night, and during the day the male sits on them.

thu tth'uchelu ni' hwu tsulel 'i' hwu xelu 'u thu shtesulh kws nansulh 'uw' qux nilh kwsus hwu 'uwute' shni's kws theyt-s tu lelum's.

There used to be many, but the kingfisher has become quite rare because they have lost places to nest.

C. skw'qeqe' | robin

Sonya Charlie and Ruby Peter

tthu ni' shni's kws thuyuw't-hwums thu slheni' 'i' ni' tl'lim' uw' st'e' uw' niis 'uw' skwekwul't kws 'uwus lumnewut 'u ni' 'uy'stuhw kws q'aq'i'ute'wut.

The female is the one who builds the nest and the nest has to be hidden so no predators would see it.

'i' nilh tthu swuy'qe' ni' hw'uw'tsust tthu mumun'lh kws lhxilushs ni' 'u tthu thqet shni's tse' kwsus thay'thut.

And it's the male who teaches the little ones to stand on trees and trains them.

D. 'exu | Canada goose

Ruby Peter and Roxanne Seymour

tl'ist-hwus tthu me'mun'us tthu 'exu.

They treasure their babies.

ni' q'eptus tthu me'mun'us tthu 'exu kwsus stutastul' 'u tthu tl'uw ts'lh'exus.

The geese gather up the babies, lining them up with their fellow geese.

'i' ts'uhwle' 'i' ni' hwi' le'lum'i'lhtun' tthu ye'y'sul'u [yusul'iws] 'exu.

And sometimes the two geese are babysitting.

E. qwuni | seagull

Roberta Charlie and Ruby Peter

nilh 'uw' yath 'uw' shni's thu qwuni' tthu kw'atl'kwa, 'i' nilh yath 'uw' shni's kws
sqwuqwisth.

Seagulls are salt water birds and they are always in the water.

'uwu kws xte'ums 'u tthu shqw'ul'eshelu thu qwuni.

Seagulls never make nests.

nuw' lhelhuq'utus 'ul' tthu tth'utth'xalsth ni' 'u tthu tumuhw stutes 'u tthu kw'atl'kwu.

They just lay their eggs on the ground close to the sea shore.

niilh 'uw' lhey'xtus tuw' t'at mustimuhw 'u kwsus q'uq'ulum' 'i' niilh 'uw' sxuxits-
hwus 'ul' tthu ni' sht'es 'i' ni' 'uy' kws lhuyxt-s tthu tth'utth'uxals.

When they were camping our ancestors used to know when the eggs were good to eat.

2.4. Connections of the hwulmuhw mustimuhw to the bird world.

There are many ways that birds are important to the hwulmuhw mustimuhw. They are an important source of food, and their feathers and parts are used for many things as well. There are many birds that have special meanings and connections to us and they are not just birds. The domain of birds is especially rich in cultural significance. The comings and goings of birds mark the seasons. For example, *liimus*, a lunar month roughly corresponding to April, is named for the arrival of *sliim* ‘sandhill crane’.² Birds provide information about changes in weather, the arrival of visitors, and the location of game. Many birds are associated with omens and connections to the spirit world.

A. mallard | tunuqsun

Donna Gerdts and Ruby Peter

niilh saay’stum’ tthu xut’ustum’ hwul’hwul’u ’i’ st’i’am’ tthu swultun.

They would prepare what was called a duck net pole with a net attached.

niilh niilh ha’kwushus tthu hwulmuhw kwsus ’a’luxutum’ tthu ma’uqw.

This is what the First Nations people used to collect the ducks.

ni’ lhakw’ ’i’ ni’ hwu sun’iw’ ’u tthey’ hwul’hwul’u, swultun.

They flew into that net trap.

ni’ hwu sqw’um’iw’s ’i’ ni’ hwi’ skw’siws ni’ ’u tthu huy’qw.

The mallards were plucked and singed on the fire.

niilh hay ’ul’ ’uy’sst-hwus tthu hwulmuhw tthu ma’uqw tunuqsun, ’uy’ s’ulhtuns.

The First Nations people really like mallards, it’s good food.

² Some Elders says that *liimus* refers to wild geese flying in a V, or to the goose leader.

B. s-hwuwqun | swan

Samaya Jardey and Ruby Peter

'u kw'un'a wulh hith 'i' niilh q'aq'i'utalum.

A long time ago people used to kill us.

niilh tthu kw'uluw' tst 'i' tthu stl'q'een' tst niilh s-hwahwiyum'.

It was our skin and our feathers that used to be sold.

niilh ha'kwushum tthu stl'q'een' st'i'am'stum' 'u tthu yasa'qw 'i' tthu shxuxulum'.

They used our feathers on hats and as quill pens.

'i' hay tthu kw'uluw's niilh kwus mul'ul 'i' niilh ha'kwushus tthu slhunlheni' niilh
shpukw'usum's.

And our skin, because it was soft, they used to use it for a woman's powder puff.

tun'a kweyul 'i' ni' kwu sxe'xe' kwun's q'aayt tthu s-hwuwqun ni' hwu sqiquq'stum'.

Today it is forbidden to kill us and you can be jailed for it.

C. spaal' | raven

Ruby Peter and Lauren Schneider

'imushst-hwus hulilumnuhwus 'u tthu hwulmuhw 'i' nilhs suw' tul'nuhw kws ni' tse'
tthu tiya'xween'.

*They fly around and deliver messages to many places and to people and when our native
people see the raven they always know that there is going to be some sort of a
message about problems.*

quxulh sqwul'qwul's tthu mustimuhw 'u tthu spaal' kws sht'es kws stsuw'et-s kws xets-s
tthu sul'uthut-s, mukw' 'ul' stem ni' sul'uthut kws ts'ula'mut 'u tthu s'ulhtun.
*There were many stories about Raven, how smart he was, all the things that he did,
tricking people, and tricking other birds.*

quxulh sqwul'qwul' kwus sht'es kws hwu mutth'un'qi'num's 'u kw'un'a wulh hith.
*There were many stories about Raven, about how he was a trickster who used to lie and
trick.*

tthu nilh sqwiil'qwul's tthu s'ul'eluhw 'i' xut'ustum' kws skwatis tthu spaal'. mukw'
stem s'ul'uthut-s.
The Elders used to tell stories about how crazy Raven was and what all he was doing.

'uy'st-hwus kws hiiw'tth'e'nuqs.
He likes to fool people.

D. tsiitmuhw | great horned owl

Mandy Jones and Ruby Peter

sisul'uwul'stun'uq tthu tsiitmuhw ni' tuw' qux tthu ni' sht'es kwus we' kwsus ni' tthu t-
suseen ni' tse' tsukwsta'mut.
He can reveal many events, like when something bad is going to happen.

we' kws niis tthu q'ay.
Or even if somebody is going to die.

Chapter 3. Conclusion

Many of us work very hard teaching and learning the Hul'q'umi'num' language, word by word and phrase by phrase and story by story. We are working hard to become fluent. Our aim with projects like this one is to actually use the language for conducting research and for sharing the results of the research. That is, we want to go to the next step, having materials where you are learning about something in the language. Birds are a great topic, not only because they are so important to the hwulmuhw mustimuhw but because they fit into the science curriculum as well as the arts curriculum.

In creating this document, I have relied heavily on the work of my Elders, teachers, and fellow classmates. Thanks to their efforts, we now have a wealth of diverse information to share. The above discussion and the video on the website just give a little sample of what we have laid down. We hope everyone finds this overview to be a useful tool for carrying forward their own exploration of the birds in the Hul'q'umi'num' territory. We hope that teachers, cultural teachers, and students alike gain knowledge from this document as well as the movie, sound clips, and information on the website. We hope our research will be used to prepare resources for language teachers and learners.

At our opening celebration, many of us expressed our deepest thoughts about what we had learned by researching and writing on birds. Our Elders knew much, much more about birds than we do. With today's urban lifestyle, our connections to birds are being lost, and also many of our birds are threatened because of damage to their habitats and climate change. We hope that having a chance to talk about our flying friends in our own language will spark an interest in taking the research further. Hopefully, this project will be a step towards preserving our Hul'q'umi'num' language and cultural heritage.

My hope for the future is that as a strong young woman, mother, and teacher I can use the strength that I find from my cultural identity and practices to help the next generation learn from and remember the cultural traditions that are being passed down to them. I want my own kids and the children I teach to know that they are learning the

traditions as they were passed down to me from my own grandparents and other Elders that I had the opportunity to spend time with.

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Appendix A. tth'iq̄t | northern flicker

by Ruby Peter and Claudia Sylvester

Northern flicker

[*Colaptes auratus*] • The northern flicker is a type of woodpecker. It is one of the few species of woodpecker that migrates. Its primary source of food is ants and unlike most other woodpeckers it spends most of its time on the ground foraging.

'uy' skweyul. 'een'thu tth'iq̄t.
Good day. I'm flicker.

'i tsun suse'stuhw tthunu t'eluw'.
I am raising my wing.

wuwa' ni' ch sht'eewun' kwunus 'i' t'ulq̄sthamu, 'i' 'i tsun thulh they't
tthunu t'eluw'.
You might think that I'm waving to you, but I'm cleaning my wing.

'i tsun lhuyxt tthu ts'lha'la' 'i tthu t'at'ulhum'.
I'm eating the bird lice and the fleas.

ha' ch lemutham'sh 'i' hay tsun 'ul' 'uy'uy'mut.
If you look at me, I am very beautiful.

ha' ch lemut tthunu s'athus 'i' tl'uw' ste' tl'uw' hay 'ul' 'uy'uy'mut.
If you look at my face, it seems very beautiful.

tskwim tthunu sxuxil' 'i' tl'uw' st'e tthu hay 'ul' 'uy'uy'mut kwulalu'alus.
And my markings are red and a very beautiful orange.

'i' tthunu ts'xemun hay st'el'q, st'ultel'q 'u tthu tshwikw'alus
shuli'shulakw'.
And my chest is spotted with little grey spots.

hay tthunu t'eluw' hay tuw' luluts'alus yelhs nem's tthu hay 'ul' 'uy'uy'mut
tskwim.
And my wings are yellow and going to a beautiful red.

tuw' p'q'alus ttu tsihalus 'u tthu teluw'.
It's a whitish colour under the wings.

'uy'stuhw tsun kwunus ni' 'u tthu hay 'ul' tsitsulh thuthiqut.
I like to be up in the high trees.

ni' tsun thuyt thu sthuyhw shqwuqwe 'u tthu thqet.
I make my home in a hole in a tree.

'i' hay 'ul' tsitsul nilh ts'twa' t'xum 'uw' niis 'apun 'i' kw' lhq'etsus sxun'u
kws tsitsulhs.
And it's maybe six to fifteen feet high up.

ts'hwule' 'i' nuw' tus nets'uwuts sxu'nus kws tsitsulhs.
Sometimes even one hundred feet up.

hay kwu'elh ni' hwu saay' tthu shtutiqw thuykw lelum' 'i' ts'hwule' 'i' ni'
lhq'etsus 'uw' niis te'tsus thu tth'utth'uxals, 'i' p'uq', p'uq' thu
tth'utth'uxals.
And when the home is constructed, there will be five to eight eggs, white
eggs.

ni' tsun hwii'lasmut thu tth'utth'uxals 'u thu skweyul 'i' nilh hwune'unt 'i'
hwu nilh tthunu sta'lus kwu ni' le'lum'ut thu tth'utth'uxals.
I watch the eggs by day, and during evening it's my mate that watches the
eggs.

ni' ts'twa' xu'athun suxulhnet 'i' hwu saay' kws nem's lhakw' thunu
mun'mulh tth'iqut.
My little flickers are ready to fly in about four weeks.

ni' tsun hw'iiw'tsust kwus sht'es kws 'i'lhtun's.
I show them how to eat.

tthunu sxulhus 'uy'stuhw tsun tu tsum'tsuyii, skw'ulwexe', hwuyxwuya'yu,
'i' tl'uw' thu stthoom 'i' thu 'apuls, hay 'ul' 'uy'st-hween' kwunus
lhuyxt.
As for diet, I like to eat ants, butterflies, flies and also berries and apples.

ha' tst ni' tamutul 'i' ni' tst yu stsutsun' 'u thunu st'ilum.

For talking to each other, we pound out a stuccato song to each other.

nilh thunu slhekwul's ni' hakwusheen' kwunus ni' yu t'ut'um'ut tthu thqet,
st'e 'uw' niis humun.

I use my beak like a hammer and drum on a tree like a hammer.

ni' hay.

The end.

Appendix B.

Vocabulary listed for each bird.

You will find the stories for each bird in Hul'q'umi'num' on our website. In order to show how our stories can help use and build knowledge of vocabulary, and also to assist users who cannot yet read Hul'q'umi'num', I have provided some words used in each story.

tunuqsun mallard	
lhalhukw'	fly
nuts'tul	different
tsqway	green
sxuy'us	head
sxuy'usth	its head
p'uq'	white
tumlhalus	brown
ts-hwikw'alus.	greyish
hwihwukw'ul'	turning greyish
st'ul't'el'q'	spotted
s-xwal'qw'	striped
kwex kwex kwex	quack quack quack (female call)
gh gh gh gh	gha gha gha (male call)
xa'tsa'	lakes
sta'luw'	river
lhil'lhul'q tumuhw	wetlands
tl'elhum qa'	salt water
s'ulhtuns	food
sheshum' qa'	shallow water
tl'itl'up	down below
tul'itnuqsun'	little ducklings

xwi'xwuy'a'yu	flies
tth'utth'sh	dragon flies
tum'xuy'tl'	winter
huye'num'	to leave
tuyqul	to move
kw'e'lus tumuhw	warmer place
tsakw	far
kw'asthut	warm
tetsul	arrive
tunuqsun	mallard
hwul'hwul'u	net pole
swultun	net
qw'umuwstum	plucked
skw'siws	singed
huy'qw	fire
'uy' s'ulhtuns	good food

tth'iq̄t Northern Red Tail Flicker	
lhuyxt	eat
ts'lh̄a'la'	lice
t'at'ulhum'	flea
'uy'uy'mut	beautiful
tskwim	red
kwulalu'alus	orange
st'el'q̄	spotted
st'ultel'q̄	little spots
tshwikwalus	grey spots
luluts'alus	yellow
tsum'tsuyii	ants
sqwulwexe'	butterflies

hway'hwi'ya'yu	flies
stthoom	berries
apuls	apples
tamutul	drumming noise

xwaaqw' merganser	
xatsa'	lake
sta'luw'	river
kw'atl'kwa	seawater
slheni'	female
p'uq'	white
kwuyhwulhnulh	throat
kwikwumuls	reddish
tumlhalus	brown
sheshum' qa'	shallow water
nuqums	diving
s'ulhtun	food
xe'xe'	sacred

tth'uchelu kingfisher	
yuqw'iqw'ul'us	spring time
swuy'qe'	male
slheni'	female
lhuyxt	eat
yusul'iws	two of them

swakwun loon	
lhakw	fly
thi smustimuhws	big body
t'ult'eluw's	little wings

xwchenum	run
lhtsitsulh	high
tsakw	long way
lhakw'	fly
tsq'ix	black
slhuq'we'lhs	back
p'uq'	white
tsxemuns	chest
'uye'q	change
shtu'aal'usth	colors
hwulmuhw	First People
sxe'xe'	forbidden
xe'xe'	sacred

spaal' raven	
tsq'ix	black
shlhakwul's	beak
'uhwiin	small
hwihwukw'ul'	light grey
shtl'p'i'snuts	tail
hwihwukw'u'a'lus	dark grey
sxuxi'nus.	legs
tl'e'qt	long
nuts'qun	different
q'ul'eeq'e'	crow
skwati	crazy
hiis'tth'e'nuqs	tricking / trickster

tsiitmuhw great horned owl	
thuhiws	big bird
hwthuthiqut	forest
luluts	yellow
thithu qulum's	big eyes
shlhakwuls	beak
spapi'	crooked
qw'xwa'luw'tsus	talons
xisul'	bad
qux	many / lots

yusul'iws yuxwule two eagles	
swuy'qe' yuhwule'	male eagle
kwikwun'tul'	fight
shts'unets.	sitting on
lhakw'	fly
tl'kwat-s	clawing
sii'si'	frighten
kw'am'kw'um'	strong
shsi'em's tthu sqw'ulesh	King of birds
xuxumels	hawk
spulqwith'e'	owl

qwuni seagull	
kw'atl'kwa	salt water
tthu tth'utth'xals	eggs
tumuhw	ground

'exu canada goose	
tl'ist-hwus	treasure
me'mun'us	babies
stutastul'	next to each other
yey'sul'u	two people
yusul'iws	two birds
tum'xuytl'	winter
kw'e'lus	warm / hot
sht'xequn	V formation
st'ut'in'	side by side
yuw'i'na'qws	leader
tuyqul	change

qw'uqw'sutsun' swallow	
xwum	fast
lhalhukw'	flyer
qwe'un	mosquitoes
xwuyxw'ya'yu	flies
ts'i'yu	strawberries
tsumiwun	seeds
qa'qa'	drink
qa'	water

s-hwuw'qun swan	
t'at	ancient
stul'atluw'	streams
lhuqw tumuhw	swamp land
xatsa'	lake
xul'a'tsa'	little ponds
si'am'utul sta'luw'	slow moving river

kw'uluw'	skin
stl'q'een'	feathers
yasa'qw	hat
shxuxulum'	quill pen
'uli'uy'mut	very beautiful
hwulmuhw mustimuhw	indigenous people
ts'utum'	sapsucker
hwthuthiqut	forest
thqet	tree
tssey'	Douglas-fir
thq'iinlhp	hemlock
ts'qw'ulhp	sitka spruce
sat'ut	suck
sxe'muth	sap
sum'iq'	full
kw'am'kwum'	strength / strong
hwthiqun	loud
st'ilum	song
sxwi'em'	stories
xut'ukw'	carve

smuqw'a' heron	
tl'eqt tupsum	long neck
lhxi'lush	stand
tl'uy'utth'upsum	fold neck up
thkw'ut	straighten it out
tl'eqt thathun	long beak (mouth)
shtheq't	spear
mumun'lh	little
teem	call out

hwnuts'nuts'qi'num'	mating call
qe'is	new
lelum'	home

skwitth'uts Steller's jay	
'uy'enwus	bold
tstl'im'shun'	hop
hwthiqun	loud
qun'qun'	thief
shletth'ul	smart
skwitth'utsalus	blue (color)
si'si'stuhw	scare away

tth'ihwth'uhw osprey	
kw'am'kw'um'	strong / strength
thuhiws	big bird
hwshashupus	whistling
tl'eqt	long, wide
tl'elugt t'ut'eluw'	wide wingspan
skw'qeqe'	robin
kwulalu'alus ts'xemuns	orange chest
tsq'ix slhuq'we'lhs	black back
shlhekwal's	beak
stth'oom	berries
stth'ukw'	worms
mumuxelh	caterpillars
stth'um'iwun	seeds
hw'uw'tsust	teach

sxwut'ts'uli hummingbird	
'uy'uy'mut	beautiful
tsqway	green
p'uq'	white
slhuq'we'lh	back
tupsum	neck
tl'eqt	long
slhekwul's	beak
swuy'qe'	male
slheni'	female
suqeen	fern
sts'alha'	leaves
shts'ushtutsus	branches
mumuxelh	caterpillars
xwum	fast
'uhwiin'	small

Appendix C.

Vocabulary useful for talking about birds, listed by semantic domain.

<i>Colours (sht'aal'us)</i>		<i>Bird stories that mention this word</i>
tsqway	green	tunuqsun mallard, sxwut'ts'uli hummingbird
p'uq'	white	xwaaqw' merganser, swakwun loon, yuxwule eagle
hwihwukw'ul'	turning greyish, light grey	tunuqsun mallard
tshwikw	grey	xwaaqw' merganser, tth'uchelu kingfisher
ts-hwikw'alus	greyish	tunuqsun mallard
hwihwukw'u'a'lus	dark grey	swakwun loon
tumlhalus	brown	tunuqsun mallard, tth'iq't northern red tail flicker
luluts	yellow	tsiitmuhw great horned owl
tskwim	red	tth'iq't northern red tail flicker, xwaaqw' merganser
kwulalu'alus	orange	tth'iq't northern red tail flicker
kwikwumuls	reddish	tth'iq't northern red tail flicker
tsq'ix	black	tth'iq't northern red tail flicker, swakwun loon, tth'uchelu kingfisher, spaal' raven
skwitth'utsalus ³	blue	tth'uchelu kingfisher, skwitth'uts Steller's jay
'uy'uy'mut	beautiful	xwaaqw' merganser, tth'iq't northern red tail flicker, sxwut'ts'uli hummingbird
'uli'uy'mut	very beautiful	s-hwuw'qun swan

³ Derived from the name of the Steller's jay: skwitth'uts 'Steller's jay' + alus 'eye'. -alus is a lexical suffix often used to derive colour terms (e.g. *brown*, *orange*, *greyish* in Table 2).

<i>Body parts</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
sxuy'us	head	tunuqsun mallard, swakwun loon
shlhekwal's	beak	tth'iqt northern red tail flicker, xwaaqw' merganser, spaal' raven, sxwut'ts'uli hummingbird
kwuyhwulhnulh	throat	xwaaqw' merganser
tupsum	neck	sxwut'ts'uli hummingbird
ts'xemun	chest	tth'iqt northern red tail flicker
slhuq'we'lh	back	sxwut'ts'uli hummingbird
shtl'p'i'snuts	tail	tth'iqt northern red tail flicker
sxuxi'nu	legs	spaal' raven
qw'xwa'luw'tsus	talons	tsiitmuhw great horned owl, yuxwule eagle
kw'uluw'	skin	s-hwuw'qun swan
stl'q'een'	feathers	tth'iqt northern red tail flicker, xwaaqw' merganser s-hwuw'qun swan

<i>Description</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
nulhtul	same	'exu Canada goose
nuts'tul	different	tth'iqt northern red tail flicker
swuy'qe'	male	sxwut'ts'uli hummingbird
slheni'	female	sxwut'ts'uli hummingbird
kwulalu'alus ts'xemuns	orange chest	tth'iqt northern red tail flicker, skw'qe'qe' robin
sxwal'qw'	striped	tunuqsun mallard

st'ul't'el'q'	spotted	tunuqsun mallard, tth'iq't northern red tail flicker
tsq'ix slhuq'we'lhs	black back	skw'qe'q'e' robin
tl'e'qt	long	tth'ihw'th'uhw osprey
tl'eq't tupsum	long neck	smuqw'a' heron
tl'eq't thathun	long beak	swakwun loon, smuqw'a' heron
thithu qulum'	big eyes	tsiitmuhw great horned owl
spapi'	crooked	spaal' raven, tsiitmuhw great horned owl
tl'uy'utth'upsum	bend neck (up)	smuqw'a' heron
tl'elugt t'ut'eluw'	long wingspan	tth'ihw'th'uhw osprey
thkw'ut	straighten it	smuqw'a' heron
lhxi'lush	stand	smuqw'a' heron
tstl'im'shun'	hop	skwitth'uts Steller's jay
'uhwiin	small	tth'uchelu kingfisher, tth'iq't northern red tail flicker, sxwut'ts'uli hummingbird
thuhiws	big bird	tsiitmuhw great horned owl, tth'ihw'th'uhw osprey
kw'am'kwum'	strength / strong	s-hwuw'qun swan, tth'ihw'th'uhw osprey

<i>Sound</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
tamutul	drumming noise	tth'iq't northern red tail flicker
kwex kwex kwex	quack quack quack (female call)	tunuqsun mallard

gh gh gh gh	gha gha gha (male call)	tunuqsun mallard
hwthiqun	loud	tth'uchelu kingfisher, s-hwuw'qun swan, skwitth'uts Steller's jay
st'ilum	song	tth'iqt northern red tail flicker, s-hwuw'qun swan
teem	call (to call)	smuqw'a' heron
hwshashupus	whistling	tth'ihwth'uhw osprey
hwnuts'nuts'qi'num'	mating call	tth'iqt northern red tail flicker, smuqw'a' heron

<i>Habitat & season</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
lelum'	home	tth'iqt northern red tail flicker, smuqw'a' heron
xatsa'	lake	xwaaqw' merganser, swakwun loon, s-hwuw'qun swan
xul'a'xtsa'	little ponds	s-hwuw'qun swan
sta'luw'	river	tunuqsun mallard
si'am'utul sta'luw'	slow moving river	s-hwuw'qun swan
stul'atluw'	streams	s-hwuw'qun swan
tumuhw	ground	tth'iqt northern red tail flicker, qwuni seagull
lhuqw tumuhw	swampy land	s-hwuw'qun swan
lhil'lhul'q tumuhw	wetlands	tunuqsun mallard
tl'elhum qa'	salt water	tth'uchelu kingfisher, qwuni seagull
kw'atl'kwu	seawater	xwaaqw' merganser
sheshum' qa'	shallow water	xwaaqw' merganser

tl'itl'up	down below	tunuqsun mallard
thqet	tree	s-hwuw'qun swan
hwthuthiqut	forest	s-hwuw'qun swan
tssey'	Douglas-fir	s-hwuw'qun swan
thq'iinlhp	hemlock	s-hwuw'qun swan
ts'qw'ulhp	sitka spruce	s-hwuw'qun swan
sugeen	fern	sxwut'ts'uli hummingbird
sts'alha'	leaves	sxwut'ts'uli hummingbird
shts'ushtutsus	branches	sxwut'ts'uli hummingbird
kw'e'lus tumuhw	warmer place	tunuqsun mallard
tsakw	far	tunuqsun mallard
yuqw'iqw'ul'us	spring time	tth'uchelu kingfisher
tum'xuytl'	winter	tunuqsun mallard, 'exu Canada goose
kw'e'lus	warm / hot	'exu canada goose
kw'asthut	warm	tunuqsun mallard

<i>Foods</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
lhuyxt	eat	tunuqsun mallard
s'ulhtun	food	various stories
'uy' s'ulhtuns	good food	tunuqsun mallard
ts'lha'la'	lice	tth'iqt northern red tail flicker
t'at'ulhum'	flea	tth'iqt northern red tail flicker

tsumtsuyii	ants	tth'iq̄t northern red tail flicker
skw'ulwexe'	butterflies	tth'iq̄t northern red tail flicker
xwuyxwi'a'yu	flies	tth'iq̄t northern red tail flicker, qw'uqw'sutsun' swallow
stth'oom	berries	tth'iq̄t northern red tail flicker, skw'qēqe' robin
'apuls	apples	tth'iq̄t northern red tail flicker
mumuxelh	caterpillars	skw'qēqe' robin, sxwut'ts'uli hummingbird, tth'ihw̄th'uhw osprey
ts'i'yu	strawberries	qw'uqw'sutsun' swallow
tsumiwun	seeds	qw'uqw'sutsun' swallow, skw'qēqe' robin
qwe'un	mosquitoes	qw'uqw'sutsun' swallow
tth'utth'sh	dragon flies	tunuqsun mallard
stth'ukw'	worms	skw'qēqe' robin
sat'ut	suck	qw'uqw'sutsun' swallow
qa'qa'	drink	qw'uqw'sutsun' swallow
qa'	water	qw'uqw'sutsun' swallow

<i>Motions & actions & personalities</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
hw'uw'tsust	teaches	skw'qēqe' robin
kwikwun'tul'	fight	yuxwule' eagle
lhakw'	fly	yuxwule' eagle
lhalhukw'	flying	tunuqsun mallard

xwum	fast	qw'uqw'sutsun' swallow, sxwut'ts'uli hummingbird
lhstitsulh	high	tth'iq't northern red tail flicker
nuqums	diving	swakwun loon
shts'unets	sitting on	yuxwule' eagle
huye'num'	to leave	tunuqsun mallard
tuyqul	move, migrate	tunuqsun mallard
tetsul	arrive	tunuqsun mallard
stutastul'	next to each other	'exu canada goose
sht'xequn	V formation	'exu canada goose
st'ut'in'	side by side	'exu canada goose
yuw'i'na'qws	leader	'exu canada goose
hiis'tth'e'nuqs	tricking / trickster	spaal' raven
skwati	crazy	spaal' raven
xisul'	fierce	tsiitmuhw great horned owl
'uy'enwus	bold	skwitth'uts Steller's jay
qun'qun'	thief	skwitth'uts Steller's jay
shletth'ul	smart	skwitth'uts Steller's jay
shsi'em's tthu sqw'ulesh	king of birds	yuxwule' eagle
si'si'stuhw	scare it	skwitth'uts Steller's jay
sii'si'	being scared	yuxwule eagle
tl'kwat	claw it	yuxwule eagle
sii'si'	being scared	yuxwule eagle

<i>Uses & cultural connections</i>	<i>Translation</i>	<i>Bird stories that mention this word</i>
tth'utth'uxals	eggs	tth'iq̄t northern red tail flicker qwuni seagull,
tl'i'stuhw	treasure	'exu canada goose
tetsul	arrive	tunuqsun mallard
hwul'hwul'u	net pole	tunuqsun mallard
swultun	net	tunuqsun mallard
qw'umuwstum	plucked	tunuqsun mallard
skw'siws	singed	tunuqsun mallard
huy'qw	fire	tunuqsun mallard
t'at	ancient	s-hwuw'qun swan
shxuxulum'	pen, quill	s-hwuw'qun swan
hwulmuhw mustimuhw	Indigenous people	swakwun loon, s-hwuw'qun swan
xe'xe'	sacred	xwaaqw' merganser, swakwun loon
sxe'xe'	forbidden	swakwun loon