

# shore - along the shore where a canoe floats safest. concept: the space between two worlds, an area of coexistence.

Programming areas of transition on the site allows the visitor to recognize relationships between two "entities." When two worlds are combined and the spaces between are occupied and understood, that space becomes stronger.

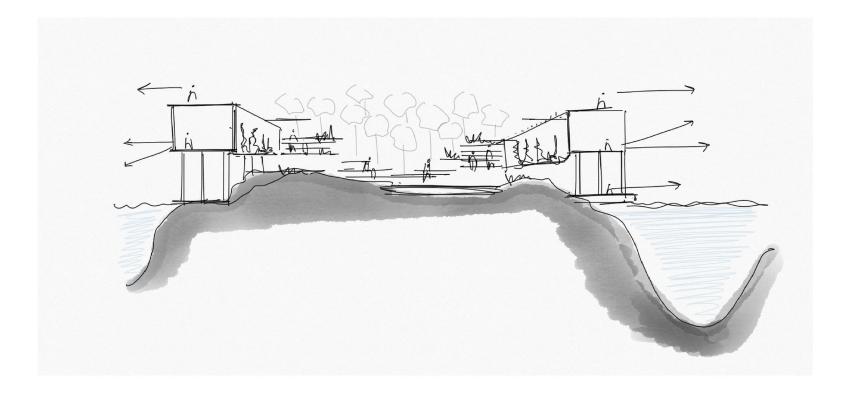
William Commanda's famous wampum of the seven prophecies is a teaching that helps one understand this concept further. The wampum was considered the founding document of the Algonquin nation. The building form mimics the shapes of the fourth prophecy. The fourth prophecy describes the story of two nations that could either combine to form a stronger nation, or act against one another to form a weaker nation.

The site is designed with components that when linked together form a stronger environment and space of coexistence.

The structure is built as a bridge and extension of geography, cantilevering over the water and providing a space for people to experience the transition between land and water. Changing and shifting perspectives (seeing the spaces in between).

The site plan is produced through an understanding of language and animating markers present, the BI within words indicates a constant movement. The site-plan and paths relate to the constant movement of a river: ZIBI, the eddie line is where water is flowing downstream and upstream. When one crosses the eddie line/transition they are situated in a safe calm space.

The programs on site aim to bridge the divide between Modern Culture (present) and traditional culture (past). These spaces take the form of an Urban Indigenous high school and traditional canoe building space/interpretive centre. The transition between these two program spaces is an area for people to gather, agriculture to grow, stories to be exchanged and ceremonies to take place. These growing practices and gatherings aim to link both traditional and scientific knowledge and create a conversation.



Hull landing in Gatineau is the location of the burial place first documented in 1843, and is believed to have been located across the river in Ottawa. The site was chosen as a burial ground for generations of people between 4,500 and 4,900 years ago. The same location was the beginning of a major portage around



### evidence of trade

Archeological discoveries made the area immediately in and around Gatineau and Ottawa speak to the existence of the

Ramah Chert from the Tip of Labrador

Mistassini Quartzite from Quebec Hudson's Bay Lowlands Chert

Onondoga Chert (South West of Lake Ontario)

Huronia South of Georgian Bay Mercer and Burlington Formation Cherts from Ohio and

Native Copper from Lake Superior

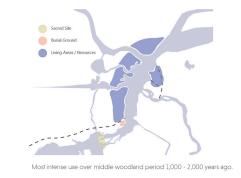
### three rivers

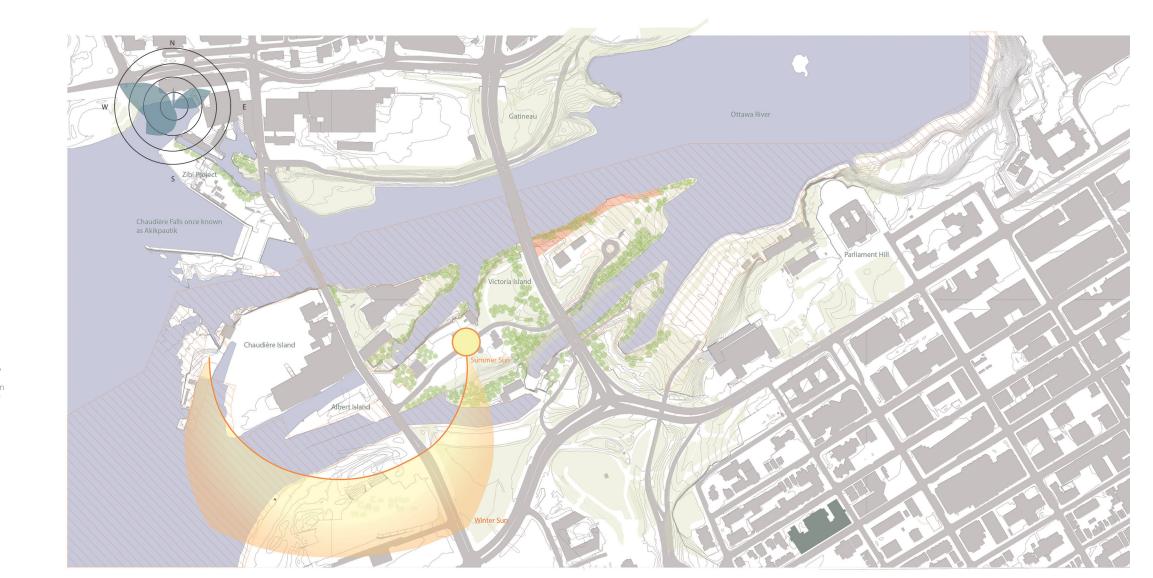
originates from the height of land separating it from the Hudson Bay drainage. The Rideau river cuts through Ottawa's heart and has a source to the southwest near the st. Lawrence. The Gatineau river is a highway that extends straight north into the Quebec-Labrador



### sacred sites and burial grounds

At the mouth of the gatineau river within the confines of leamy lake park, archeological investigations have demonstrated the river as a warm-weather gathering space. Contacts and influences emanating from up the gatineau, rideau and ottawa rivers illustrate how this area not only





# understanding the site through language



## program development

### school and local centres study



Creating a diagram with all of the educational facilities surrounding Victoria Creating a diagram with all of the educational racinities surfordingly relicions revealed an Urban Aboriginal Alternative High School location. The Indigenous Alternative School is located 2 blocks south of Victoria Island and is temporarily placed in. The Ottawa Tech High School opened in 1913 and closed in 1992. It is still owned by the board of education and houses offices, special events and storage, but is mostly empty.

The Indigenous Alternative High School situated in Ottawa Tech High School is currently one of the five school locations. Upon visiting their website the home-

"Flexible schedules, workplace opportunities, smaller classes and self-paced learning are some of the reasons students may choose to attend one of our five schools. The Alternate Program is primarily an independent learning environment where students complete one credit at a time and at their own pace. Students work colloboratively with their teachers to create individualized timelines and develop their learning strategies. In addition, the program offers students the opportunity to learn experientially through a variety of academic orograms such as cooperative education, leadership, music, art, gardening, food & nutrition, and housebuilding."

There are many parallels in our process of canoe building and this school curriculum model. The design of my building program will incorporate a space to accommodate this school and their current curriculum model. Further outreach will occur in the next few weeks to connect with the teachers and understand how the school functions.

### current building - ottawa tech



# phone interview



Robert Jerome Urban Aboriginal Alternate High School Program of the Odawa Native Friendship Centre

### "currently has a warehouse feel, but we've made it home"

Ottawa is a city and hub for Idigenous people to move through, large growth of Inuit population in Ottawa  $\,$ 

 $\frac{1}{2}$  of the students enrolled are from Nunavut  $\frac{1}{2}$  of the students enrolled are FN from Ottawa and across Canada

31 students enrolled currently, potential for expansion Situated in a small portion of the vacant Ottawa Tech School

The community uses some of the adjacent spaces

Currently using the shop space as it is most conventional

Bus routes east and west for students to commute

2 classrooms for math, science, english

Kitchen within the school for students to cook Offer a foods/nutrition course and cook thanksgiving and christmas

Always sit and eat together around a table, most people coming from environments where they don't eat together

Large open room/space for circles In their sharing circles announcements are shared and quests come in

to present and ceremonies occur in these circles

In the middle of the circle there is a drum, FN, Metis and Inuit

Music, drumming, arts and hand drumming The program is in partnership with friendship centres in Ottawa

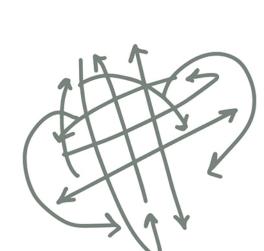
The school is under the umbrella of the Ottawa District school board Art focused school with Drama, painting, drumming

Miik - local street artist who came and helped them with designing a Digital cameras given to each student: to capture what it meant to be an urban  $% \left( 1\right) =\left( 1\right) \left( 1\right) =\left( 1\right) \left( 1\right) \left$ 

Involved in external events and festivals

Connected with local community members and local artists

# Canoe translations The continue of the contin





scale 1:200

east-west section

site plan scale 1:400

1. Ceremonial Space 2. Community Kitchen 3. Canoe Storage

4. Storage
5. Firewood Storage
6. Library
7. Music Room
8. Recording Studio
9. Computer Lab
10. Photography Room
11. Film Development Room
12. Classroom 1
13. Gathering Space
14. Study Space

9. Computer Lab
10. Photography Room
11. Film Development Room
12. Classroom 1
13. Gathering Space
14. Study Space
15. Classroom 2
16. Hydroponic Growing Space
17. School Kitchen
18. Offices
19. Storage/Mechanical/Electrical

20. Water Collection Storage21. Canoe Storage22. Firewood Storage23. Offices

23. Offices
24. Gift Shop
25. Interpretive Centre
26. Auditorium
27. Gathering Space
28. Canoe Building Space
29. Wet Lab/Artist Studio
30. Wood Shop
31. Gallery/Exhibition Space
32. Canoe Storage
33. Firewood Storage
34. Potential Areas For Gathering

35. Potential Canoe Launch Areas 36. Potential Offering Space 37. Terrace Spaces

# design strategies

Paths underneath the building connect the visitor to the waterfront (eye-level)

The building structure is built as a bridge and extension of geography, cantilevering over the water, providing a space for people to experience the transition between land and water.

The building provides views out towards the water, and implements a rammed earth wall. This allows people to connect with both the water and earth.

Paths above the building allows people to view the water and landscape from various perspectives.

The site plan is produced through an understanding of language and animating markers, the BI within words indicates a constant movement. The site-plan and paths relate to the constant movement of a river: ZIBI, the eddie line is where water is flowing downstream and upstream. When one crosses the eddie line/transition they are situated in a safe calm space.

Path systems flow up, under and around the building spaces to allow for flexible movement patterns on site

The exterior building spaces are not programmed specifically, this is intentional. Instead the spaces between and around the building can be used for various events, there are multiple spaces of potential on site.

Highlighting this shoreline is something this site aims to achieve through the design of paths along the water

And around the building can be used for various events, there are multiple spaces of potential on site.

Highlighting this shoreline is something this site aims to achieve through the design of paths along the water and implementing greenery

The programs on site aim to bridge the divide between Modern Culture (present) and traditional culture (past). These spaces take the form of an Urban Indigenous high school and traditional canoe building space/interpretive centre. The transition between these two program spaces is an area for people to gather, agriculture to grow, stories to be exchanged and ceremonies to take place. These growing practices and gatherings aim to link both traditional and scientific knowledge and create conversations.

link both traditional and scientific knowledge and create conversations.

The central space includes terrace spaces for people to sit, gather, overlook events and grow.

The spaces below the building connect people directly with the water and are areas where canoe launch could take place.

The spaces below the building connect people directly with the water and are areas where canoe launches could take place.

Canoe storage on site helps facilitate more paddling in Ottawa and outdoor connection.

groups may use the spaces within the highschool or ceremonial space.

Canoe storage on site helps facilitate more paddling in Ottawa and outdoor connection.

The central space has potential for Indigenous ceremonies, gatherings and teachings to occur.

Programed spaces inter-connect to strengthen the site. The programmed spaces are shared between comparison to the programmed spaces are shared between comparison.

members, high school students and visitors.

tudents from the Indiaenous Alternative school may use the traditional canoe-building spaces. Community



