

# Info Score — Article analysis

**Article:** Gaviotas, la utopía que trata de reinventar el mundo en Colombia desde hace más de medio siglo (y su inesperada relevancia internacional) - BBC News Mundo

<https://www.bbc.com/mundo/articles/c2l2nwj0zdjo>

**Level:**  
Seconde /  
Première

**Duration:**  
55 min

**Rules:**  
v0.1.0

## Info Score verdict

**B** Generally reliable

weighted overall score : 0.773 · type : information · language : es

**Neutral summary :** Cet article de BBC Mundo présente Gaviotas, une communauté autosuffisante fondée en 1971 dans les plaines de Los Llanos en Colombie, et ses innovations technologiques durables (aérogénérateurs, pompes à eau, chauffage solaire). Le texte mobilise six sources nommées, dont le fondateur Paolo Lugari et des experts académiques, pour documenter les succès et les limites de ce « modèle utopique » de développement communautaire.

## Session schedule — 55 minutes







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### ① Setting the stage (5 min)

Project the article to students, without showing the Info Score verdict. Hook question: « Without yet knowing the analysis, what impression does this article leave on you? Why? »

### ② Guided analysis (15 min)

Presentation of the six Info Score criteria. Verdict restitution: **B**. Discussion of the sub-scores:

Criterion	Weight	Score	Bar	Munich
Fact / commentary separation	0.20	0.96		art. 1
Source traceability	0.20	0.48		art. 3
Plurality of viewpoints	0.18	1.00		art. 7
Expression of uncertainty	0.14	1.00		art. 5
Tone and lexicon	0.14	0.18		art. 8
Contextualisation	0.14	1.00		art. 1

### ③ Group work (20 min)

Students, in groups of 3 or 4, apply the same grid to an article of their choice (local newspaper, French press, English-language press). Each group assigns a sub-score and cites a literal extract that justifies it.

### ④ Pooling (10 min)

Each group presents its analysis. Debate on the differences between groups for the same article.

### ⑤ Synthesis and written record (5 min)

The teacher formalises on the board the two or three criteria that proved most discriminating for the articles studied. Students write down the formula: « A reliable piece of information is not one that pleases; it is one whose **source can be traced**, whose **uncertainty is acknowledged**, and whose **facts are distinguished from commentary**. »

## Illustrative quotes from the analysed article

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« "No entiendo por qué algo tan sencillo -tan sencillo que Gaviotas lo ha logrado en uno de los lugares más inhóspitos de la Tierra- por qué no se está haciendo en otros lugares", Paolo Lugari, fondateur de Gaviotas. »

« "Ninguna tecnología se adapta a las necesidades de todos en cualquier lugar; por ello, deberíamos desarrollar tecnologías que estén adaptadas al entorno local y respondan a sus condiciones", Chelsea Schelly, professeure à l'Université du Wisconsin-Madison. »

« "Planta una vez y cosecha para siempre", devise attribuée à Lugari sur laforesterie comestible. »

« "Al igual que cualquier otra comunidad, no existe el estancamiento. Las comunidades cambian y evolucionan", Chelsea Schelly. »

## Methodological notes

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Absence de liens hypertextes vers les sources primaires citées (livre d'Alan Weisman, données du Banco Mundial). Certaines statistiques (5 000 aérogénérateurs, 12 000 pompes) sont attribuées à Lugari uniquement, sans vérification indépendante mentionnée. Le caractère « utopique » du titre peut introduire un biais favorable implicite.

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## Appendix — Student self-assessment grid

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To be detached and filled in for the article studied in group.

**Analysed article :** \_\_\_\_\_

**Source :** \_\_\_\_\_ **Date:** \_\_\_\_\_

Sources are named and verifiable	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Opinions are distinguished from facts	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Several viewpoints are represented	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
The text acknowledges what it does not know	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
The tone remains measured and professional	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>
Context (historical, geographical) is provided	yes <input type="checkbox"/>	partial <input type="checkbox"/>	no <input type="checkbox"/>

**Overall grade proposed by the group :** A  B  C  D  E

**Justification in one sentence :**

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