

Info Score — Article analysis

Article: Dans les Pyrénées-Atlantiques, l'ancien bassin gazier de Lacq se rêve en nouvelle « vallée des aimants »
https://www.lemonde.fr/economie/article/2026/04/12/dans-les-pyrenees-atlantiques-l-ancien-bassin-gazier-de-lacq-se-reve-en-nouvelle-vallee-des-aimants_6679529_3234.html

Level:
Seconde /
Première
Duration:
55 min
Rules:
v0.1.0

Info Score verdict



Highly subjective

weighted overall score : 0.212 · type : information · language : fr

Neutral summary : L'article présente le projet de reconversion du site industriel de Lacq (Pyrénées-Atlantiques) en hub européen de production d'aimants permanents à base de terres rares, dans un contexte de compétition technologique avec la Chine qui domine ce marché stratégique.

Session schedule — 55 minutes

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: **E**. Discussion of the sub-scores:

| Criterion | Weight | Score | Bar | Munich |
|------------------------------|--------|-------|-----|--------|
| Fact / commentary separation | 0.20 | 0.15 | | art. 1 |
| Source traceability | 0.20 | 0.15 | | art. 3 |
| Plurality of viewpoints | 0.18 | 0.18 | | art. 7 |
| Expression of uncertainty | 0.14 | 0.35 | | art. 5 |
| Tone and lexicon | 0.14 | 0.10 | | art. 8 |
| Contextualisation | 0.14 | 0.40 | | 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

« « Ces terres, dont le sous-sol a fourni à la France du gaz naturel pendant près d'un demi-siècle, pourraient devenir une nouvelle „vallée des aimants“ » »

« « Une hégémonie devenue un danger mortel pour de nombreuses industries occidentales » »

« « un gisement géant de 260 milliards de mètres cubes de gaz » »

Methodological notes

Texte tronqué à 15% (réservé aux abonnés). Les chiffres clés (70%, 90%, 260 Md m³) ne sont attribués à aucune source. Absence de sources externes ou de liens hypertextes. Un seul point de vue (journaliste) sans contrepoint. Les termes à forte charge émotionnelle (« danger mortel », « hégémonie ») orientent le lecteur vers une framing géopolitique alarmiste.

Appendix — Student self-assessment grid

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 :
