libraries.—*Janet A. Tillotson, Library Director, Towanda Public Library, Towanda, Kansas*

Not Just Where to Click: Teaching Students How to Think about Information. Edited by Troy A. Swanson and Heather Jagman. Chicago: ACRL, 2015. 429 p. Paper $75 (ISBN: 978-0-8389-8716-2).

Fifteen years ago, information literacy standards brought information literacy into higher education conversations and advanced the library field. ACRL's current revision of *Framework for Information Literacy for Higher Education* provides further direction for contextualizing and integrating information literacy into the curriculum and offers a deeper understanding of the knowledge practices and dispositions that an information-literate student should develop. With this in mind, *Not Just Where to Click* provides recommendations to help librarians develop appropriate resources, practices, and assessment instruments for information literacy.

How information contributes to knowledge is of critical concern for librarians, with our established affinities for both information and knowledge creation. The editors explore how librarians and faculty work together to teach students about the nature of expertise, authority, and credibility. What is very beneficial in this easy-to-read sourcebook is the overall structure of its two sections, which cover classical conceptions of knowledge from a variety of perspectives and the nature of expertise and its resulting authority. This presents a useful organizational framework for managing the approaches, challenges, and solutions uniquely inherent in the complexities of today's information age.

In the first section, contributing authors explore epistemological concepts held by librarians and faculty, as well as epistemologies and beliefs held by students. The chapter on critical information literacy is particularly useful and thought-provoking, as the authors believe that traditional information literacy presents an overly simplistic model of the research process. Because the library profession is moving toward a deeper understanding of information literacy, it is especially important for librarians working within the curriculum to be challenged to reflect on their own practices. In this chapter, they are encouraged to relinquish expertise and efficiency, to build upon students' prior knowledge, and to teach about information in terms of purposes and types rather than formats. In addition, the authors share practical tips on how to create a highly responsive curriculum class environment where students are able to practice critical reflection and demonstrate critical thinking.

The second section provides practical approaches for motivating students to explore their beliefs, biases, and ways of interpreting the world. Throughout this section, the contributors provide many innovative ideas on authority structures, which can be beneficial for students as they learn how to navigate the information environment with deeper discernment. One particularly inspirational chapter is the one on "scholarly storytelling," the practice of having students use stories as roadmaps to authentic and creative library research. Rather than shallowly engaging in research while struggling to integrate appropriate sources, students participating in this transformative approach are able to engage, explore, and evaluate resources in a more creative, intellectual manner.

The contributors to the nineteen chapters offer a balance of theoretical and applied approaches to teaching information literacy, provide valuable guidance and strategies for effective implementation, and supply innovative ideas that can be directly useful in application.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Preserving Our Heritage: Perspectives from Antiquity to the Digital Age. Edited by Michèle Valerie Cloonan. Chicago: ALA Neal-Schuman, 2015. 736 p. Paper $98 (ISBN: 978-155570-937-2).

Far-reaching yet approachable, Michèle V. Cloonan's anthology of readings in cultural heritage preservation is the reference work I wish I'd had at my fingertips as a student. In keeping with its stated audience, the volume is suitable for undergraduate and graduate students in cultural heritage fields, practitioners of every stripe, and interdisciplinary scholars and professionals looking for a guide to the literature of preservation.

Together with a seven-member advisory board whose members, like her, are veteran practitioners and educators, Cloonan has selected more than ninety key texts ranging from the Old Testament to the latest in time-based media. The readings include many of the "classics" that are a continuous presence in citations and syllabi, as well as others that deserve to be more widely known. The selections are well-organized into eleven categories that allow the reader to narrow her focus on a particular area of interest (such as Sustainability, Ethics and Values, or Collections: Development and Management) or to detect productive juxtapositions across texts. A brief essay providing valuable context introduces each chapter and illuminates relationships among the texts to follow. Taken together, these categories offer an excellent overview of prevailing themes in the literature of preservation and suggest avenues for further study.

Cloonan's concerted effort to bring together related readings from across the cultural heritage disciplines—libraries, archives, museums, and historic preservation—is one of the book's strengths, highlighting the diversity and commonality of the issues faced in these fields. And although a separate, small section devoted to "Multicultural Perspectives" could easily feel tokenizing, Cloonan avoids this pitfall by incorporating relevant material throughout, particularly texts relating to indigenous cultural heritage.

The readings themselves are greatly enhanced by a fifteen-page Preservation Timeline with a brief bibliography of suggestions for further reading. The timeline covers changes in the science and technology of recordmaking, influential

writings, the establishment of important institutions and bodies, key court cases, and more. The volume also features a list of contributors that provides information about each author, a valuable list of sources credited in the chapter introductions, an author and title index, and a thorough subject index.

In her epilogue, Cloonan suggests several nodes around which further research and publications might concentrate. Indeed, one drawback of such a sweeping anthology is that it will inevitably become outdated nearly as soon as it is published; the most recent texts included are now already two to three years old. Even so, Cloonan proves herself forward-thinking, as the foci she identifies are indeed the subject of some of the most important and exciting current work: the proliferation of digital media, the needs and rights of information creators and users, citizen science and citizen journalism, the environment. *Preserving Our Heritage* offers the foundation we need if we are to develop creative and informed solutions and to produce the next generation of "classic" preservation literature.—*Anna-Sophia Zingarelli-Sweet, MLIS*

Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians. Edited by Patricia Bravender, Hazel McClure, and Gayle Schaub. Chicago: ACRL, 2015. 264 p. Paper. $48 (ISBN: 978-0-8389-8771-1)

Finalized in early 2015, the Framework for Information Literacy for Higher Education was created by ACRL to provide a roadmap for librarians working to reimagine their approach to information literacy. The Framework seeks to move what librarians teach from the "how" of information literacy skills to the "why" of information creation and use. This is where "threshold concepts" enter in as the six core concepts identified in the Framework as the key to students' information literacy: Scholarship as Conversation; Research as Inquiry; Authority is Constructed and Contextual; Information Creation as a Process; Searching as Strategic Exploration; and Information has Value.

Teaching ideas rather than specific skills is a challenge, and *Teaching Information Literacy Threshold Concepts* models how this can be done with detailed lesson plans for each of the core concepts. Most lesson plans follow a template that includes learning goals; anticipatory sets (ways to engage the students' attention and help them focus on the topic being taught); lesson objectives; input/modeling (how to present and demonstrate the concept); checks for understanding; guided practice; and independent practice. The lessons themselves typically run from thirty to sixty minutes in length and were contributed by academic librarians from across the United States.

Some of the thirty-four lessons will be familiar to librarians who have been using the Information Literacy Competency Standards for Higher Education that the ACRL created in 2000. These include recognizing plagiarism, identifying scholarly versus non-scholarly sources, and developing a

research question. Others will be more novel, such as "Crafting a Credible Message," which helps students understand how information is interconnected. All of the lessons, however, are conceptual rather than skills-based, designed to teach students the "why" of research. This means the lessons easily can be customized by subject-specialist librarians to the specifics of a particular discipline. The hour-long lessons presented here will be helpful to librarians working on campuses with robust information literacy programs in place, and the shorter lessons can be incorporated by those limited to the ubiquitous one-shot classes.

In the appendixes, the editors provide lesson handouts (also available online) as well as a list of lessons that present more than one threshold concept in the course of the class. Also included are the full text of the ACRL's Framework and a recommended reading list of articles and books that explore threshold concepts in more depth.

The Framework and its six threshold concepts have been embraced by some librarians and dismissed by others. By providing this collection of detailed lesson plans, *Teaching Information Literacy Threshold Concepts* helps clarify how the Framework can be put to use to teach information literacy in the classroom.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

Wordplay for Kids: A Sourcebook of Poems, Rhymes, and Read-Alouds. By Tim Wadham. Chicago: ALA Editions, 2015. 225 p. Paper $50 (ISBN: 0-8389-1266-9).

Tim Wadham brings his considerable expertise in children's literature to the table in *Wordplay for Kids*. Previously a youth services coordinator of the Maricopa County Library District in Phoenix, Arizona, Wadham is the director of the Puyallup Public Library in Puyallup, Washington and author of a picture book, *The Queen of France*. Wadham developed the public library programs presented in this book as a result of his work with school librarians Katie Blake and Cynthia Daniels.

Through *Wordplay: A Sourcebook of Poems, Rhymes, and Read-Alouds*, Wadham addresses the need for quality programs for the elementary or "tween"-age child. The programs continue the learning of concepts begun in preschool story time. They have the familiar feel of PLA's early literacy program Every Child Ready to Read. The book presents two models for shared reading: Shared Warmth, a parent and child reading program; and Wordplay for Kids. Wadham discusses the development of these programs through his work as a youth librarian in both public and school libraries. *Wordplay* presents the models for these two programs that develop a love of language in school age children. The first chapter details the process of creating and implementing the Shared Warmth program. Two additional chapters follow: Wordplay for five- to seven-year-olds and Wordplay for eight- to twelve-year-olds. By following the program template discussed in these two chapters, librarians are "helping develop a 'literary ear': artful language patterns, correct and