Abstract
This paper contributes as an anthropological analysis to study the strategies of indigenous peoples to the teaching of indigenous languages in elementary school in Mexico. It emphasizes the contrast between a multiethnic context in which the presence of authorities and indigenous families in the administrative and curriculum is relatively weak, like in the neighborhood with indigenous schools in Morelos, and a more active context of participation like the Zapatista autonomous municipalities of Chiapas. The experiences of Tzeltal communities in the Lacandon Jungle compared with the ones of Nahua people, relatively subordinate to state policies, show that there is a greater willingness to value native languages in the classroom as educational management framework. It also fosters the family involvement in the plans and programs of study.

Keywords
Indigenous peoples, Elementary schools, Bilingualism, Chiapas, Morelos.